

## Pupil premium strategy statement

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 upcoming years and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	
School name	Queen's Park CE/URC Primary School
Number of pupils in school	393 (2021-2022) 387 (2022-2023)
Proportion (%) of pupil premium eligible pupils	39% (153 children) (2021-2022) 40% (154 children) (2022 – 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Interim review: September 2022/September 2023 Full review: September 2024
Statement authorised by	Justine Kellett
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Lindsay Nelson

### Funding overview

Year 1: 2021 - 2022	
Detail	Amount
Pupil premium funding allocation this academic year	£205,370
Recovery premium funding allocation this academic year	£25,906
School led tutoring allocation for this academic year	£18,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for academic year 2021 - 2022</b>	<b>£249,501</b>

<b>Year 2: 2022 - 2023</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£247,785
Recovery premium funding allocation this academic year	£22,330 (unvalidated)
School led tutoring allocation for this academic year	£24,948 (unvalidated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£295,063</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision 'Together, we believe, achieve and enjoy' underpins our intent for this pupil premium strategy.

We maximise potential of all pupil premium children by offering an exceptional quality of education through our bespoke Crown Curriculum, which is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our curriculum has been tailored to include a recovery curriculum following the COVID 19 school closures to ensure that all learners recover from any lost learning opportunities.

We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised, targeted intervention.

We firmly believe that it is vital for later life success that all our children, regardless of background, leave our school as fluent readers and develop a real love of reading. Our early reading strategy has a sharp focus on our disadvantaged learners to ensure they receive high quality teaching and targeted intervention from Early Years through to Year 6. This includes a sharp focus on the vocabulary and oracy development of our children.

We consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. Emotional wellbeing is at the heart of our intent for all children's personal development and we ensure our provision is targeted to our disadvantaged learners to ensure all children are emotionally ready to access our Crown Curriculum. We have a strong understanding of how the life experiences of our disadvantaged learners can impact on academic progress and emotional wellbeing and place significant importance on a 'team around a child' approach through our offer of extensive pastoral support to both the child and the wider family.

We believe that attendance at school is vitally important for all children but particularly for our disadvantaged learners. Our attendance team take a rigorous approach to monitoring the attendance of pupil premium children and offer bespoke, targeted support to families where required.

We provide a wide range of opportunities for our disadvantaged pupils to build their cultural capital in accordance with our vision to enable all our pupils to together, believe, achieve and enjoy.

### Challenges

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

Challenge number	Detail of challenge
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1	<p>Disadvantaged pupils have a higher rate of persistent absence and poor punctuality  <i>44.6% of persistent absence were PP children in September 2021.</i>  <i>55% of persistent absence are currently PP (September 2022)</i></p>																																																																																																												
2	<p>Attainment of pupil premium pupils is below “all pupils” in reading, writing and maths across all key stages following COVID 19 based on baseline NFER tests on return.  <b>End of academic year 2021 – 2022:</b></p> <table border="1" data-bbox="331 423 1182 904"> <thead> <tr> <th colspan="4">Reading: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>66%</td> <td>84%</td> <td>-18%</td> </tr> <tr> <td>2023</td> <td>71%</td> <td>86%</td> <td>-15%</td> </tr> <tr> <td>2024</td> <td>77%</td> <td>69%</td> <td>+ 8%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>77%</td> <td>-4%</td> </tr> <tr> <td>2026</td> <td>48%</td> <td>68%</td> <td>-20%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>76%</td> <td>- 13%</td> </tr> <tr> <td>2028</td> <td>38 % word reading 42% comprehension</td> <td>76% word reading 79% comprehension</td> <td>-38% -37%</td> </tr> </tbody> </table> <table border="1" data-bbox="331 956 1166 1330"> <thead> <tr> <th colspan="4">Writing: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>54%</td> <td>84%</td> <td>-30%</td> </tr> <tr> <td>2023</td> <td>57%</td> <td>69%</td> <td>-12%</td> </tr> <tr> <td>2024</td> <td>73%</td> <td>73%</td> <td>0%</td> </tr> <tr> <td>2025</td> <td>59%</td> <td>72%</td> <td>-13%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>61%</td> <td>-18%</td> </tr> <tr> <td>2027</td> <td>47%</td> <td>66%</td> <td>-19%</td> </tr> <tr> <td>2028</td> <td>38%</td> <td>73%</td> <td>-35%</td> </tr> </tbody> </table> <table border="1" data-bbox="331 1382 1174 1783"> <thead> <tr> <th colspan="4">Maths: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>58%</td> <td>94%</td> <td>- 36%</td> </tr> <tr> <td>2023</td> <td>50%</td> <td>67%</td> <td>-17%</td> </tr> <tr> <td>2024</td> <td>72%</td> <td>73%</td> <td>- 1%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>82%</td> <td>-9%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>72%</td> <td>-29%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>69%</td> <td>-6%</td> </tr> <tr> <td>2028</td> <td>46%</td> <td>85%</td> <td>-39%</td> </tr> </tbody> </table>	Reading: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	66%	84%	-18%	2023	71%	86%	-15%	2024	77%	69%	+ 8%	2025	73%	77%	-4%	2026	48%	68%	-20%	2027	63%	76%	- 13%	2028	38 % word reading 42% comprehension	76% word reading 79% comprehension	-38% -37%	Writing: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	54%	84%	-30%	2023	57%	69%	-12%	2024	73%	73%	0%	2025	59%	72%	-13%	2026	43%	61%	-18%	2027	47%	66%	-19%	2028	38%	73%	-35%	Maths: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	58%	94%	- 36%	2023	50%	67%	-17%	2024	72%	73%	- 1%	2025	73%	82%	-9%	2026	43%	72%	-29%	2027	63%	69%	-6%	2028	46%	85%	-39%
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3	<p>Poor language and communication skills on entry to school.  <i>On entry in 2021, 38% of all pupils in EYFS were working below in speaking and 47% of all pupils in listening, attention and understanding.</i>  <i>On exit in 2022, 73%% of pupils in EYFS were working below in speaking and 50% of all pupils in listening, attention and understanding.</i>  <i>Entry data for 2022 will be added following baseline assessment.</i></p>																																																																																																												

4	<p>Attainment of pupils in reading is low on entry to school.</p> <p><i>Sept 21: 28% of all pupils on track in reading on baseline in EYFS.</i></p> <p><i>Summer 22: 38% of all pupils on track in reading on exit in EYFS and 42% on track in comprehension.</i></p> <p><i>Entry data for 2022 will be added following baseline assessment.</i></p>
5	<p>Attainment of pupils in relation to phonics in KS1 has been significantly impacted by COVID 19 school closures.</p> <p><i>Year 1 cohort in July 2021: 71% of non-disadvantaged passed phonics check, 42% of disadvantaged pupils passed phonics check.</i></p> <p><i>Year 1 cohort in July 2022: 52% of non-disadvantaged passed phonics check, 49% of disadvantaged pupils passed phonics check.</i></p>
6	Limited opportunities and life experiences.
7	Emotional wellbeing and mental health impacted by home circumstances and early life trauma.

### 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
Improve attendance and punctuality of targeted pupils	Attendance and punctuality of disadvantaged pupils is in line with national.
Improve attainment in line with national benchmarks in reading, writing and maths by continuing to secure quality first teaching across the school.	<p>Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER.</p> <p>The gap between disadvantaged and non-disadvantaged is reduced.</p> <p>Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.</p>
Improve attainment in language and communication at EYFS through positive impact of speech and language therapy SLA, Talk for Writing and NELI programme.	<p>Disadvantaged pupils attain in line with or above national progress measures.</p> <p>The gap between disadvantaged and non-disadvantaged is reduced.</p> <p>The percentage of children requiring speech therapy on entry to Year 1 will have reduced.</p>
<p>85% pass rate target for Year 1 phonics screening.</p> <p>Children who didn't pass phonics in Year 1 will pass phonics recheck in Year 2.</p>	Targeted disadvantaged children will have passed phonics screening to ensure disadvantaged pupils attain in line with national progress measures.

	<p>The gap between disadvantaged and non-disadvantaged is reduced.</p> <p>Through monitoring, the early reading strategy will be evident across school and having a clear impact on the progress of disadvantaged children.</p>
<p>Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is line with non-disadvantaged peers.</p> <p>Extra-curricular opportunities to expand our disadvantaged children’s experiences and cultural capital will be provided.</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this.</p> <p>Through monitoring of books and learning walks, the CROWN curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners.</p> <p>High uptake of extra-curricular activities in line with peers.</p>

## Activity in this academic year (Year 2: 2022 – 2023)

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

### Teaching

Budgeted cost: **£70,593**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a>: <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending"</i></p> <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i></p> <p><i>"A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds."</i></p>	2,3,4,5,7
To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.	<p><a href="#">EEF (2022) School Planning Guide</a>: "Effective professional development is vital to support, develop, and sustain high quality teaching. As schools move forwards into the next academic year, professional development programmes are an important focus for school plans" The Guide discusses the importance of CPD be based on mechanisms in four groups: building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice.</p>	2,3,4,5
To implement feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.	<p><a href="#">EEF Guide to Effective Feedback, June 2021</a>: <i>"Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit."</i></p> <p><i>"Teachers should provide opportunities for pupils to use feedback."</i></p> <p><i>"Verbal methods of feedback can improve pupil attainment."</i></p>	2,4,5
To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both	<p><a href="#">EEF Guidance to Implementation (2019)</a> states that <i>'an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.'</i></p>	2,4,5

<p>teachers and teaching assistants.</p>	<p><a href="#">EEF (2022) School Planning Guide on high quality first teaching</a>: “The ‘five-a-day’ approach identifies these evidence-based ‘best bets’, which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.”</p>	
<p>To deploy UPS x3 and x1 MPS closing the gap teachers 0.5 to teach a specialised curriculum to Years 1, 3, 5 and 6 PPG and flightpath children, including offering a bespoke, modified curriculum to PPG children working on a modified curriculum.</p>	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a>  “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> <a href="#">School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</a></p> <p><a href="#">EEF study into reducing class size</a>: “Reducing class size appears to result in around three months’ additional progress for pupils, on average.” This study shows that this is effective when class sizes are small, as ours are, and when teachers are able to teach differently which is evident with our approach.</p> <p><a href="#">EEF (2022) School Planning Guide on flexible grouping</a>: “Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class”</p> <p><a href="#">EEF (2022) School Planning Guide on scaffolding</a>: “When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.”</p>	<p>2,5</p>
<p>To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training), the deployment of an additional teacher in EYFS and Year 1 for 5 hours daily and the commissioning of an external consultant to evaluate early reading provision and provide CPD.</p>	<p><a href="#">EEF study into the teaching of phonics</a></p> <p>Phonics has a positive impact 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>4,5</p>



## Targeted academic support

Budgeted cost: **£199,975**

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Deployment of a full time learning assistant in all classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions in line with school intervention strategies</p> <p>LAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments and use of diagnostic assessments. Intervention strategy to be underpinned by EEF's: TARGET approach.</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p>	<p><b>EEF Study into one to one tuition:</b> "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</p> <p>The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive impact on learning.</p> <p><b>EEF study into feedback:</b> EEF research shows that feedback and self regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.</p> <p><b>EEF study into teaching assistants:</b> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p><b>EEF (2022) School Planning Guide on diagnostic assessments:</b> Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils.</p> <p><b>EEF (2022) School Planning Guide on TARGET approach:</b></p> <table border="1" data-bbox="534 1624 877 2049"> <tr> <td><b>T</b>iming</td> <td>Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).</td> </tr> <tr> <td><b>A</b>ssessment</td> <td>Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.</td> </tr> <tr> <td><b>R</b>esourcing</td> <td>The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.</td> </tr> <tr> <td><b>G</b>ive it time</td> <td>Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).</td> </tr> <tr> <td><b>E</b>xpert delivery</td> <td>Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.</td> </tr> <tr> <td><b>T</b>eacher links</td> <td>If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.</td> </tr> </table>	<b>T</b> iming	Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).	<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.	<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.	<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).	<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.	<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.	<p>2,3,4,5</p>
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<p>Commissioning of a speech and language therapist for one full day per week to:</p> <ul style="list-style-type: none"> <li>*0.5 of day to deliver targeted therapy to identified children in EYFS with speech delay for early identification.</li> <li>*Delivery of speech therapy to identified children in KS1 and KS2, particularly those PPG children who may not attend clinic.</li> <li>*Provide individualised support to teachers and LAs working with children receiving speech therapy</li> <li>*Provide whole school CPD</li> <li>*Attend parent meetings and multi-agency meetings to discuss next steps for children.</li> </ul>	<p><b>EEF research into oral language intervention:</b></p> <p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.”</p> <p>“All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).”</p>	3,4,5									
<p>To identify children with significant gaps and currently not on track linked to their flight path and through school led tutoring after school, provide targeted intervention in targeted areas.</p>	<p><b>EEF Study into one to one tuition:</b> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.”</p>	2,4,5									

## Wider strategies

Budgeted cost: **£24,495**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deploy an attendance team in school led by the	<b>DFE Link between attendance and attainment:</b> “in general, the higher the overall absence rate across the KS,	1

<p>Pastoral Manager (ML), including the appointment of an attendance officer to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn. To work alongside authority's EWO service to target Pas and those PPG children at risk of being a PA. To offer breakfast club to identified children to improve attendance.</p>	<p>the lower the likely level of attainment at the end of KS2.”</p> <p><a href="#">DFE Improving Attendance at School</a>: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p><a href="#">EEF Impact of COVID on Learning (May 2022)</a>: “Pupil attendance has fluctuated throughout the pandemic—usually correlating with overall prevalence of covid cases (Roberts and Danechi, 2022). At no point since the start of the pandemic has school attendance been returned to the average attendance reported in census returns in 2019/20 (95%).”</p> <p><a href="#">EEF (2022) School Planning Guide on attendance</a> “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)”</p>	
<p>To employ a full time pastoral lead and full time pastoral assistant to lead on behaviour across school. To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.</p> <p>To offer breakfast for all children to improve readiness for learning.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using DESTY as a resource where applicable.</p>	<p><a href="#">EEF study into social and emotional interventions</a>: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p> <p><a href="#">EEF study into behaviour interventions</a>:“ Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p> <p><a href="#">EEF Impact of COVID on Learning (May 2022)</a>: It is recognised that the Covid-19 pandemic has had wider impacts on pupils aside from attainment, which this report focuses on. There is evidence that suggests the pandemic has negatively impacted children’s mental health.</p>	7
<p>To commission an in-house counsellor for 1 day per week to provide counselling support for identified vulnerable children.</p>	<p><a href="#">EEF study into social and emotional interventions</a>: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>	7

<p>To employ full time pastoral lead and full time pastoral assistant to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liaise with external services in providing a package of support to families.</p>	<p>Many children eligible for PP at Queens Park have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	<p>1,7</p>
<p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children through various after school activities.</p> <p>To offer a summer school to provide enhanced transition to targeted EYFS PP children to ensure a successful transition to primary school.</p>	<p><a href="#">EEF study into extending school time</a>: “The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress.”</p> <p><a href="#">EEF (2022) School Planning Guide in relation to transition</a>: “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success”</p>	<p>6,2,5</p>

**Total budgeted cost: £295063**

## 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.

#### Impact Report: Pupil Premium Provision 2021 - 2022

<u>Provision:</u>	<u>Estimated cost:</u>	<u>Outcomes/Impact Evaluation</u>
<p><b>Quality Teaching for All</b></p> <p>To offer an extensive internal and external programme of high quality CPD targeted to individual teacher’s needs and whole school priorities including school recovery curriculum following COVID.</p> <p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.</p> <p>To embed a high-quality coaching model throughout school (where COVID restrictions allow) to offer peer to peer support to improve teaching standards across school.</p> <p>To deploy UPS x2 and x2 leadership scale closing the gap teachers 0.5 to teach a specialised curriculum to Years 2, 3, 5 and 6 PPG and flightpath children.</p> <p>To offer a bespoke, modified curriculum to PPG children working on a modified curriculum in Years 2 and 6.</p>	<p>£31,925</p>	<p>An extensive internal and external programme of high quality CPD has been offered throughout school this year with individual impact reports for CPD attended externally showing a positive impact of CPD (<i>see individual CPD impact reports</i>). The impact of CPD both internally and externally has been seen in the improvement of standards across school evident in the school’s monitoring evaluation documents. Teaching across school is consistently good or better during monitoring activity. Two ECT teachers have reported positive feedback from their CPD this year and have both successfully completed the first year of their teaching career (<i>see ECT termly evaluation reports</i>).</p> <p>A consistent, evidence-based approach to teaching of the curriculum, marking and feedback and management of behaviour is evident across school and has been praised in external validation reports (<i>see school’s SIP reports and SIAMs Keeping In Touch report</i>).</p> <p>A coaching programme with the focus on early reading has been implemented across school for all teachers. Mixed key stage groupings have allowed phonic practice from KS1/EYFS staff to strengthen the teaching of the newly introduced phonics based spelling programme in KS2 which has had a significant impact on spelling attainment across school (<i>see coaching impact reports and spelling impact?</i>)</p> <p>A targeted teaching approach to ensure high quality first teaching (with smaller teaching groups where appropriate) has maintained or closed the gap between pupil premium children and non-pupil premium children in most years groups, although the gap still remains. Attainment for PP children has increased in comparison to post pandemic entry data in most year groups (shown by the green figures below)</p>

<p>To implement feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.</p> <p>To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training), the deployment of an additional teacher in EYFS and Year 1 for 6 hours weekly and the commissioning of an external consultant to evaluate early reading provision and provide CPD.</p>		<table border="1"> <thead> <tr> <th colspan="4">Reading: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>66%</td> <td>84%</td> <td>=18%</td> </tr> <tr> <td>2023</td> <td>71%</td> <td>86%</td> <td>= 15%</td> </tr> <tr> <td>2024</td> <td>77%</td> <td>69%</td> <td>↑ 8%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>77%</td> <td>↓ 4%</td> </tr> <tr> <td>2026</td> <td>48%</td> <td>68%</td> <td>↑20%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>76%</td> <td>= 13%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Writing: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>54%</td> <td>84%</td> <td>↓30%</td> </tr> <tr> <td>2023</td> <td>57%</td> <td>69%</td> <td>↓12%</td> </tr> <tr> <td>2024</td> <td>73%</td> <td>73%</td> <td>↓ -</td> </tr> <tr> <td>2025</td> <td>59%</td> <td>72%</td> <td>↓13%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>61%</td> <td>↓18%</td> </tr> <tr> <td>2027</td> <td>47%</td> <td>66%</td> <td>= 19%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Maths: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>58%</td> <td>94%</td> <td>↓ 36%</td> </tr> <tr> <td>2023</td> <td>50%</td> <td>67%</td> <td>↑17%</td> </tr> <tr> <td>2024</td> <td>72%</td> <td>73%</td> <td>= 1%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>82%</td> <td>↓9%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>72%</td> <td>↓29%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>69%</td> <td>↓6%</td> </tr> </tbody> </table> <p>Progress of children on a modified curriculum has been largely positive across school with many children in the targeted teaching groups exceeding expected progress (see <a href="#">modified curriculum data analysis Summer 2022</a>).</p> <p>Progress of children on the RWI programme has been positive but the gap between progress of pupil premium and non pupil premium remains significant which is outlined in the end of year phonics analysis (see <a href="#">end of year phonics analysis report</a>).</p> <p>Year 1 cohort in July 2022: 52% of non-disadvantaged passed phonics check, 49% of disadvantaged pupils passed phonics check.</p>	Reading: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	66%	84%	=18%	2023	71%	86%	= 15%	2024	77%	69%	↑ 8%	2025	73%	77%	↓ 4%	2026	48%	68%	↑20%	2027	63%	76%	= 13%	Writing: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	54%	84%	↓30%	2023	57%	69%	↓12%	2024	73%	73%	↓ -	2025	59%	72%	↓13%	2026	43%	61%	↓18%	2027	47%	66%	= 19%	Maths: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	58%	94%	↓ 36%	2023	50%	67%	↑17%	2024	72%	73%	= 1%	2025	73%	82%	↓9%	2026	43%	72%	↓29%	2027	63%	69%	↓6%
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<p><b>Targeted Support</b></p> <p>Deployment of a full time learning assistant in all</p>	<p>£177,568</p>	<p>All classes have received targeted support from at least one full time learning assistant this year. Our teaching assistants have accessed CPD throughout the year and their practice has been praised during SIP visits this year</p>																																																																																																

<p>classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions. Deliver regular CPD to Las.</p> <p>LAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments.</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars etc).</p> <p>Commissioning of a speech and language therapist for one full day per week.</p> <p>0.5 of day to deliver targeted therapy to identified children in EYFS with speech delay for early identification.</p> <p>Delivery of speech therapy to identified children in KS1 and KS2, particularly those PPG children who may not attend clinic.</p> <p>Provide individualised support to teachers and Las working with children receiving speech therapy</p> <p>Provide whole school CPD</p> <p>Attend parent meetings and multi-agency meetings</p>	<p>(<a href="#">see external SIP visitor reports</a>). Monitoring evaluations show positive impact of direct intervention by learning assistants through live feedback in children’s books. Phase leaders have started to implement a new intervention monitoring process, which will be further embedded in the next academic year, implementing guidance from the EEF’s School Planning Guide 2022 – 2023. Flightpath children have been identified for immediate targeting through intervention on return to school for the new academic year.</p> <p>Intervention impact reports for specific interventions including Nessy, Reading Plus, Third Space Maths, Speech and Language, School Counsellor, School Led Tutoring and the use of our Academic Mentor all show positive impact of the pupil premium spend (<a href="#">see intervention impact reports from 2021 – 2023</a>).</p>
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<p>to discuss next steps for children.</p> <p>Delivery of speech therapy to identified children in KS1 and KS2, particularly those PPG children who may not attend clinic.</p> <p>To identify children with significant gaps and currently not on track linked to their flight path and through school led tutoring after school, provide targeted intervention in Maths (10 weeks) and Reading (10 weeks).</p> <p>To employ a teacher for 6 hours weekly to target our youngest readers and children with EAL to ensure they are secure readers and met age related expectations.</p> <p>To provide 1:1 tuition through Third Space learning for 15 weeks for our Y6 children in Maths to ensure they reach their prior potential and to close the gap between disadvantaged and non-disadvantaged.</p>		
<p><b>Other Approaches</b></p> <p>To deploy an attendance team in school led by the Pastoral Manager (ML) to improve attendance and punctuality of PPG children</p>	<p>£14,040</p>	<p>Attendance for pupil premium children at the end of the year was 90.5% compared with 93.8% of non-pupil premium children. The attendance reports which go to governors termly outline the significant intervention which has been implemented for our pupil premium children this</p>



<p>to ensure they are in school and ready to learn.</p> <p>To work alongside authority's EWO service to target Pas and those PPG children at risk of being a PA.</p> <p>To offer breakfast club to identified children to improve attendance.</p> <p>To employ a full time pastoral lead and full time pastoral assistant to lead on behaviour across school. To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.</p> <p>To offer breakfast for all children to improve readiness for learning.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using DESTY as a resource where applicable.</p> <p>To commission an in-house counsellor for 1 day per week to provide counselling support for identified vulnerable children with a particular focus on recovery following COVID.</p> <p>To employ full time pastoral lead and full time pastoral assistant to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liaise with external services in</p>	<p>year in relation to attendance (<a href="#">see termly attendance report to governors</a>).</p> <p>Breakfast club has been offered to all children this year with a specific focus on children who are poor attenders or are not punctual. Staff in breakfast club have also targeted positive play with identified children.</p> <p>Our pastoral team have managed a significant increase in the number of children and families requiring support this year, with a significant increase of the number of referrals for a school lead EHAT by social care. Our safeguarding team have also completed a significant increase in the number of service requests to social care this year in comparison to previous years and a number of children have transferred from child protection to being looked after children. Annual safeguarding reports by our safeguarding lead to governors show the increased case load and impact of interventions which have been in place this year (<a href="#">see termly safeguarding reports to governors</a>). Pastoral Pop Ins have been introduced to offer families the opportunity to seek support from our pastoral team and wider agencies and our safeguarding lead will be leading on parenting programmes in the new academic year. Our school counsellor has also seen an increase in case load due to the significant increase in children presenting with emotional wellbeing difficulties this year and the impact of her work is evident in our counselling impact report (<a href="#">see counsellor impact report</a>).</p> <p>Our pastoral team have worked alongside the external Behaviour Improvement Team to offer bespoke training to staff across school in response to individual children's needs. All staff in school are TEAM TEACH trained.</p> <p>The introduction of our pastoral assistant has allowed us to be able to offer an enhanced nurture programme across school, including the use of the programme DESTY. Our pastoral assistant has also completed the Mental Health Lead training. The impact of nurture-based interventions are monitored through the use of a BOXALL profile. Individual case studies to show the impact of this nurture provision are available (<a href="#">see individual case studies</a>).</p> <p>An enhanced extra-curricular offer has been available this year and specific targeting of pupil premium children has taken place (<a href="#">see extra-curricular tracker</a>). By Summer 2022, 78% of KS2 PP children were attending extra-</p>
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<p>providing a package of support to families.</p> <p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources</p> <p>To offer additional boosters to targeted children through various after school activities.</p>		<p>curricular clubs and 81% of KS1 PP children. We have continued to offer our Children’s University programme, with 28 pupil premium attending the graduation this year. Subsidised opportunities were offered throughout the school year to PP children, including for the Year 6 residential trip to PGL.</p>
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### Externally provided programmes

Programme	Provider
Phonics and Spelling	Read Write Inc
Maths Planning	White Rose
Multiplication Facts Intervention Number Bots	Times Tables Rockstars
Reading Intervention	Reading Plus
Phonics	Nessy
Maths Intervention	RM Easi Maths

## Further information (optional)

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