

# Pupil premium strategy statement for Queen Edith Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. This is the second year of a three year plan.<sup>0</sup>

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	Queen Edith Primary School
Number of pupils in school	378 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	74 pupils = 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually
Statement authorised by	Mrs S Jarman Executive Headteacher
Pupil premium lead	Ms. Nicki Simmons Deputy Headteacher
Governor / Trustee lead	Dr. Sean Lang

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,086
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b>	<b>£113,086</b>

<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>	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face develop a lifelong love of learning and leave our school with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. Our curriculum is our pupil's opportunity and through carefully planned and sequenced learning opportunities, we aim to improve the life chances for all our pupils. As an inclusive, welcoming and caring school where every child matters, we recognise that all of our pupils have strengths and skills to celebrate. Our compassionate approach to engaging our pupils and parents ensures that pupils can make the best possible progress across all areas of the curriculum

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.

Our strategy is also integral to wider school plans for education opportunities, notably in its targeted support through the use of tutors to deliver high quality reading intervention for our vulnerable groups to narrow the attainment gap. Opportunities for independent and adult supported learning at home is available and encouraged throughout the intervention programme.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our approaches complement each other and ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what disadvantaged pupils can achieve.

Our Ultimate Objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To ensure that disadvantaged pupils make at least expected progress.
- ✓ To support our children's health and well-being to enable them to access learning at an appropriate level.
- ✓ To improve attendance and punctuality.

We aim to do this through:

- Allocating funding streams to ensure that teaching and learning opportunities meet the needs of all pupils.

- To ensure children have access to an equitable and engaging curriculum offer as well as wider curriculum opportunities.
- Offering strong support mechanisms through the use of Home School Support advisors and through therapeutic practises.
- Financial support for activities, educational visits and residential visits. Ensuring children have rich first-hand experience to use and support learning in the classroom.
- To use small group or 1:1 targeted support where children need to close the attainment gap.

Our key principle is to reduce the impact of disadvantage on educational outcomes for all pupils. We reserve the right to allocate the PP funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with pupils demonstrate that disadvantaged pupils have greater difficulties with the acquisition and use of vocabulary, spoken language and phonic knowledge than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that attainment for disadvantaged pupils is significantly below that of non-disadvantaged pupils, particularly in writing.
3	Attendance and punctuality affect the attainment of disadvantaged pupils. Attendance data shows that attendance of disadvantaged pupils has been lower than non-disadvantaged pupils.
4	Emotional and social issues, low self-confidence and difficulties in regulating emotions including the use of emotional vocabulary.
5	Limited opportunities for wider education and life enhancing experiences.

## 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 outcomes in reading for disadvantaged pupils at the end of KS1 and KS2.	Provision and outcomes for disadvantaged pupils will improve over the next three years leading to increased levels of progress

	made by disadvantaged pupils, in reading, writing and maths.
Improved outcomes in writing for disadvantaged pupils at the end of KS1 and KS2.	Outcomes for disadvantaged pupils will improve over the next three years leading to increased levels of progress made by disadvantaged pupils, in reading, writing and maths.
Improved outcomes in mathematics for disadvantaged pupils at the end of KS1 and KS2.	Outcomes for disadvantaged pupils will improve over the next three years leading to increased levels of progress made by disadvantaged pupils, in reading, writing and maths.
Pupils experience a wide range of opportunities so they are well supported with their aspirations that translates to their learning in school.	There will be an increase in enrichment and wider curricular activities.
Sustained improvement in attendance for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged pupils is in line with Local Authority and National averages.

## 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group leader to extend the Zones of Regulation to identified classes throughout the school.	The Zones of Regulation framework and curriculum is based on years of applied experience by the author, Leah Kuypers. As an occupational therapist and autism specialist working in both clinical and educational settings, Leah saw the need for all learners to develop regulation skills. As a result, the solution to this need was conceived: The Zones of Regulation. Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes.	4

<p>Training materials/information to be disseminated to federation staff in order to support the implementation of the behaviour curriculum.</p>	<p>“A behaviour curriculum defines the expected behaviours in a school. The behaviour curriculum outlines the values of the school and the intended behaviour culture of the school. It clearly outlines the way that these behaviours will be taught and maintained throughout the school. As part of the behaviour curriculum the routines and rules that help to develop the behaviour culture are described.” Tim McDonald, Teaching Behaviour: How Classroom Conduct Can Unlock Better Learning</p> <p>“Routines are the building blocks of the classroom culture. Routine behaviour must be taught, not told.” Tom Bennett, Running the Room</p> <p>Students should never have to ask themselves, “What am I supposed to be doing?” when they enter a classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here.” Doug Lemov</p> <p>Extensive research led to the development of the Federation Behaviour Curriculum, which places consistent expectations and routines at its heart.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group Phonics and Reading intervention - FFT Reading with the lightning squad. Targeted children in year 2 to year 6 who are not secure in phase 6 and those who did not</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1</p>

pass the Phonics Screening Check.	<i>EEF Teaching and Learning Toolkit: Phonics and Individualised Instruction</i>	
Targeted tuition by teachers and teaching assistants to include use of pre-teach and post-teach opportunities, rapid, same day interventions and targeted individual and group interventions.	<p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1-1 and in small groups</p> <p>Careful use of and analysis of assessment data across the school has enabled class teachers to identify groups of pupils in need of additional support. Identified gaps in learning will be filled through carefully planned teaching.</p> <p><i>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions and Individualised Instruction</i></p>	1, 2

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

Budgeted cost: £46,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding new updated guidance regarding attendance as set out by the DfE and Local Authority	The DfE attendance guidance (August 2024) has been informed by engagement with schools that have significantly reduced levels of absence.	5
Home-School Family Support Worker supports vulnerable families. Support for parents and pupils includes advice, guidance, early	Parental engagement is defined as the involvement of parents in supporting their child's academic learning. Our home school family worker provides vital support to parents regarding attendance, academic issues, social and emotional	3, 4

intervention and classroom support.	issues. Liaison with outside agencies is also provided for families in crisis. <i>EEF Teaching and Learning Toolkit: Parental Engagement, Social and Emotional Learning</i>	
Nurture lead supports vulnerable pupils within the school setting. Support includes: Early intervention, whole class, classroom, small group and individual support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	4
Provision of therapeutic support to support pupils with social, emotional and mental health needs.  - Provision of art therapist	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	4
Wider Curriculum Opportunities To include... Financial support so that disadvantaged pupils are able to participate in a range of after school clubs, extra-curricular and enrichment activities such as educational visits and activities, theatre groups, sports events, music lessons, and residential experiences. Provision of breakfast, before and after school club, holiday club places for disadvantaged pupils to	Based on our experiences, we have identified a need to provide funding to enable disadvantaged pupils to take part in a wide variety of extra-curricular and enrichment activities. Participation in these activities supports the development of speaking and listening skills, key 'learning for life' skills such as perseverance and resilience and promote self-confidence and self-regulation skills for individuals. Provision of these activities also boosts pupil well-being, behaviour, attendance and aspiration. They also provide excellent opportunities for pupils to demonstrate use of the 7 habits and develop leadership skills both in and out of the school environment. <i>EEF Teaching and Learning Toolkit: Arts Participation, Meta-Cognition and Self-</i>	3, 4, 5



support emotional well-being, school attendance and ensuring pupils start the day 'ready to learn.'	<i>Regulation, Social and Emotional Learning</i> <i>'The Seven Habits of Effective People'</i> <i>by Stephen Covey.</i>	
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**Total budgeted cost: £113,570**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Internal assessment from 2023 – 2024, indicated that some disadvantaged pupils made expected levels of progress in line with their non-disadvantaged peers in reading, writing and mathematics although this was not the case for all pupils. However, the attainment of disadvantaged pupils was significantly lower than that of their non-disadvantaged peers in the majority of year groups.

We employed additional teaching assistant maths intervention for our disadvantaged pupils in Year 3 and Year 4. FFT, Tutoring with The Lightning Squad was implemented to raise attainment and progress in reading for the disadvantaged groups from Year 2 – Year 6. Through the use targeted funding we enabled many disadvantaged pupils to make at least the expected levels of progress across the years and in some year groups the gap has closed between our non-disadvantaged pupils and our disadvantaged pupils. The closing of this attainment gap continues to be a high priority in 2024-2025.

Attendance among disadvantaged pupils was lower than their peers in 2023/2024 and persistent absence was 12% which reduced from previous years.

The following measures were taken and are continuing throughout 2023-2024 to raise attendance:

- Monitoring of attendance was carried out by the Deputy Headteacher, on a regular basis, highlighting pupils where attendance dropped below 90%. SEND and PP pupils were identified as part of this.
- pupils with concerning levels of attendance were discussed at half termly phase leader ECM meetings. Parents contacted by the school to discuss concerns about attendance (e.g. where the attendance rate has fallen below 90%).
- The three letter system continues to be used to inform parents about concerns about attendance and next steps. We also to continue meet with parents to discuss attendance and invite other agencies, e.g. the school nurse) where appropriate.
- Deputies from Queen Edith and Queen Emma meet with parents together at the Letter Two Stage. Support also offered via our Home/School Support Workers.
- Attendance Bears awarded weekly to the class with the best attendance. This is continuing to be very popular with the children.

Raising attendance of our disadvantaged children is a key focus on our 2024-2025 plan.

A small number of pupils demonstrated challenges in relation to wellbeing and mental health, support from external agencies was sought and implemented. This continues to a significant area of need for 2024-2025.

Support of our family workers proved invaluable during the year. This provision enabled us to respond to pupils displaying low, medium and high level needs. In person therapeutic support continued throughout 2023 to 2024. This proved to be very beneficial to the families and pupils involved.

The Leader in Me continued to take a high profile throughout 2023-2024 and targeted our disadvantaged pupils to increase their responsibility in the class and school, as well as their learning. This enabled additional disadvantaged pupils the opportunities of leadership roles within the school community.

'Real life experiences' and curriculum enrichment activities increased throughout 2023 – 2024, providing all pupils with the opportunity to develop lifelong learning skills. Examples of enrichment activities included: Residential Year 6 visit to Grafham, Year 5 Space workshop, Reception visit to Shepreth Wildlife Park, Year 6 visit to Duxford War Museum, End of topic workshops and experience days.

Premier Sports and other external providers offered a range of extra-curricular clubs throughout 2023 - 2024. All pupils in receipt of Pupil Premium funding were offered a paid place where there was a club running. Throughout the year, Premier Sport continued to run lunchtime activities. The sessions were greatly enjoyed by all pupils and offered a welcome 'well-being and exercise' break for many children. Collaborative and teamwork skills were also developed during these lunchtime sessions.

The introduction of a Nurture Lead has provided a space for pupils to develop strategies to develop positive SEMH. During the year nurture groups leader trained as an ELSA and used the training to support pupils in a wider variety of ways, positively.

## 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	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

### Additional Activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium funding. This will include:

- Consolidation of FFT Success for All Phonics Programme
- Implementation of the federation Behaviour curriculum
- Zone of Regulation to extend throughout the year groups carried out by the nurture lead
- Staff training on a therapeutic approach to understanding behaviour
- Tracking pupil premium pupils within Pupil Progress Meetings working together with class teachers to support disadvantaged pupils in all areas of learning.
- Developing and embedding effective practice to support the raising of outcomes in Mathematics with a specific focus on multiplication facts, place value and calculation.
- Development of staff subject knowledge in mathematics through school led CPD
- Additional reading materials closely matched to phonic phases will be purchased to support readers in KS2
- In line with our two-year curriculum action plan, curriculum leaders and subject leaders will continue to develop subject skills and progression documents, supporting class teachers to produce carefully sequenced medium term planning for each subject.
- Continuing to offer a wide range of high-quality extra-curricular activities to boost wellbeing, attendance and aspiration. Activities will support the development of lifelong learning skills such as self-confidence, resilience and collaborative working. All disadvantaged pupils will be supported to and encouraged to participate.
- The continue development of the Nurture group leader to provide a safe space for pupils to develop strategies to promote positive SEMH

### Planning, Implementation and Evaluation

In planning our new Pupil Premium strategy, we evaluated the impact of the activities undertaken last year. Evidence from a number of sources (assessments, book scrutiny, staff and pupil discussions), as well as the reading of reports and research papers helped us identify the challenges faced by disadvantaged pupils. We used the EEF's implementation guidance to help us refine our strategy for 2023– 2024. We will continue to use it when adjusting our plan over time and to support the implementation of activities. The plan will be robustly evaluated at the end of each academic year with the aim to build on successes and to secure better outcomes for all pupils, in particular disadvantaged pupils at the end of each academic year. We will be constantly evaluating and refining our practises and approaches and will do everything we can to improve the life chances.

We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.