

Pupil Premium 22-23



What is the Pupil Premium Grant?

The Pupil Premium is a government grant that targets extra money at pupils from disadvantaged backgrounds. Research shows that these pupils generally underachieve compared to their peers. The premium is given to schools so that they can provide additional support for these pupils and ensure they reach their potential. The Government calculates how much Pupil Premium money each school receives by looking at the number of children at the school who have been registered for free school meals at any time within the last 6 years, and at the number of children in local authority care. These are used as general indicators of deprivation. The school then receives a fixed amount of money per qualifying pupil. The Government is not dictating how schools should spend this money, but schools have to show that they are using it effectively to narrow the achievement gap between children from disadvantaged backgrounds and others. A School's spending strategy should be informed by research evidence, referring to a range of sources, including the toolkit published by the Education Endowment Foundation (EEF). School performance tables include information about the attainment of pupils from disadvantaged backgrounds compared with their peers.

How does the school use this money?

The school uses the Pupil Premium grant to fund staffing to either run targeted interventions for pupils from vulnerable groups, or to fund staffing and staff training to improve the quality of teaching & learning which is proven to be the most effective way of raising the achievement of all pupils, especially disadvantaged pupils, or to support disadvantaged pupils' access to enriched educational experiences such as music lessons or visits. Governors ensure that the needs of socially disadvantaged Pupil Premium Statement 2 pupils are adequately addressed. Children's progress is monitored through termly meetings between the school's senior management and class teachers, and governors receive reports on the results. The Governors of the school recognise that not all pupils who are identified as qualifying for PPG will be socially disadvantaged. They also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. The Pupil Premium lead, together with the Headteacher and SLT, will maintain an ongoing programme of support for disadvantaged pupils, which will be overseen by the Governors' Curriculum Committee. The school's Governing Body will continue to maintain an oversight of the impact of teaching and learning throughout the school to make sure it meets the needs of all pupils, including those from disadvantaged backgrounds.

What have we achieved to date and plan to achieve through use of the Pupil Premium?

Our major concern is the achievement of children. Over the next few years our aspiration is to diminish the difference in achievement between children from advantaged backgrounds and those that face challenges. Extract from Ofsted Monitoring Visit (November 2019) “Leaders have high expectations for all pupils...All pupils know that teachers are ambitious for them and want them to be the best they can be.”

Pupil Premium Strategy Statement (Sept 2021 – July 2024) School Overview

Detail	Data
School name	Queensbridge Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	33.5% (136)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Bailey,
Pupil premium lead	Edyta Ballantyne, Deputy
Governor / Trustee lead	XXXXXXX , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,670
Recovery premium funding allocation this academic year	£11,010
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£207,680

NB. PPG funding is calculated on the numbers of pupils who have been registered as entitled to FSM at any time within the last 6 years (called the 'Ever 6' method) at the time of the October annual census data. The School may also receive Pupil Premium for pupils who have previously been in care. This is called Pupil Premium Plus (Please see school guidance at bottom of page in relation to this). 4 It is important to understand that the PPG is allocated and spent in accordance with the financial year which is not aligned with the academic year. This means that the use and impact of PPG for the financial year crosses two academic years, the summer term of one academic year, and the Autumn and Spring terms of the next academic year.

Note re. Pupil Premium Plus Pupil premium plus is currently £1527 per child per year. The money is paid directly to the school, it isn't ring fenced and schools do not have to spend the money on an individual child. It is up to the school how they spend the money, although schools should look at the particular needs of a looked after child or previously looked after child. The Department for Education recommends that schools consult with parents and guardians when making decisions about how the money is spent. At Queensbridge our approach is that the core element of the Pupil Premium Plus (£1527) is used as part of the School's wider PPG strategy to maximise impact. We liaise with parents & guardians with regard to the additional amount on top of this to personalise the expenditure according to the needs of the child.

Statement of Intent

The core principle underpinning our PPG Strategy is to ensure the attainment/achievement gap between our disadvantaged and non-disadvantaged pupils is narrowed, and ultimately closed. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Key Objective is therefore "To accelerate progress of disadvantaged/vulnerable pupils, especially those at risk of underachieving". Our approach will be responsive Pupil Premium Statement 4 to common challenges and individual needs, rooted in robust assessment.

To ensure they are effective we will:

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

These are as follows in summary:

- To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)
- To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions
- To enable wider access for disadvantaged/FSM pupils to specialist music tuition
- To support disadvantaged/vulnerable pupils to develop self-esteem/confidence to impact on 'capacity to learn' 5
- Ensuring high quality, and quantity, of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning
- Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning

Challenges

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

Challenge	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from on entry to the school through to end KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments & observations indicate disadvantaged pupils generally have greater difficulties with reading fluency, stemming from less secure phonics, underdeveloped vocabulary, less secure contextual & syntactic cueing, etc. than their peers. This negatively impacts their development as readers, and impacts on progress in wider curriculum.

3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

Intended Outcomes and how they will be measured

Intended Outcome	Success Criteria
We continue to diminish the difference between PP and non PP children in terms of attainment and progress.	Data across all year groups shows no difference between PP and non PP children.
PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation.	Registers for instrumental lessons and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
PP children have access to mental health support, learning mentors and	Referrals to Place2Be are made with PP children (as well as those involved with social services)
Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.

Planned Expenditure – Quality of teaching for all

	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Q 1	All pupils achieve at	Rapid intervention	Intervention ensures children are taught in	Learning walks, formal teaching

	ARE or above to diminish the differences in attainment and progress between PP and non PP children.	<p>groups for all year groups in Reading, Writing and Maths to improve the quality of outcomes for targeted pupils. Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis. The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors. Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data. End of year assessment show that PP achieve in line with their peers if not above. End of year data tracking shows that PP make progress in line with their peers.</p>	<p>smaller groups,with accurately pitched work, enabling pupils to be given focussed and individual attention. Focused interventions enable children to close any gaps they may have in their learning, through regular practice and smaller ratios of adult to child. TAs work closely with teachers to target PP pupils in small guided groups during lessons. TAs lead short targeted interventions to rapidly close gaps for PP in spelling, phonics and arithmetic.</p>	<p>and learning reviews, book looks, planning reviews, data analysis. The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors. Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data. End of year assessment show that PP achieve in line with their peers if not above. End of year data tracking shows that PP make progress in line with their peers or above.</p>
Q 2	Develop the quality of teaching by offering outstanding professional development and CPD	<p>Design a highly ambitious rolling teacher CPD programme firmly rooted in classroom practice.</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes of disadvantaged children Retaining outstanding</p>	<p>Carefully track the impact the training (including CPD) has had on staff by looking at books, conducting</p>

	opportunities for every teacher and leader.	Start the new ECT programme for Early Career Teachers, training them to be good to outstanding practitioners by the end of the two years. Further develop and expand our Lead Practitioner Programme, developing aspiring leaders for the future.	practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.	learning walks and scrutinising data. Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.
Q 3	Develop the quality of support offered by support staff by offering outstanding professional development and CPD opportunities for every member of the support staff team.	Design a highly ambitious rolling teacher CPD programme firmly rooted in classroom practice and linked to the LIP priorities.		

Planned Expenditure – Targeted Support

	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
TS 1	PP children receive the same level of experiential learning, through inclusive	Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school	Evidence shows exposure to sport; artistic and musical activities raises attainment. Providing exposure to	Club coordinator, music lead and PP coordinator to arrange for PP children to be provided for

	<p>access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.</p>	<p>services we provide, including: Breakfast and after school club, for example Football, Athletics, Chess, coding, Science and Art festival, instrumental lessons, choir and forest school.</p>	<p>sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation to the topics and experiences that are vital to child development.</p>	<p>and where necessary, funded for to take part in the same range of enrichment, clubs and events. PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on trips due to financial reasons.</p>
<p>TS 2</p>	<p>To participate in a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area</p>	<p>To provide new experiences and opportunities for PP children linked closely to the curriculum within each year group.</p>	<p>Enriching opportunities where children get to experience a broad range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school. Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities. Increased opportunities to</p>	<p>Inform parents and carers about the trips well ahead of the time. Offer each of the trips for free, including travel, so the day out is accessible for all our PP students. PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows an</p>

			extend depth of knowledge and vocabulary.	increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.
TS 3	Raise the attainment level of Pupil Premium children through our book based curriculum and focus on Tier 2 and 3 Vocabulary	To use the benchmarking scheme to assess pupils' reading and comprehension skills To use our highly trained reading specialists to boost pupils' reading ability and close gaps rapidly. Make each reading corner highly engaging to encourage children to take out books to read at home. Use reading mileage to target PP students to raise the profile of reading and boost reading for pleasure	Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills. Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons.	Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.

Planned Expenditure – Other Approaches

	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
OA 1	Ensure that PP children access a healthy and	Funded access to Breakfast and Afterschool club – before and	Children require healthy and nutritious food to thrive: physically,	Extended schools lead and PP coordinator to

	varied diet and are not coming to school hungry.	after school clubs which would include breakfast and/or tea.	mentally, emotionally and academically. Access to food is a basic human right. Providing care will support low-income families in being able to access employment which is beneficial for families and children. Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.	monitor registers with regards to attendance of PP pupils. Lead conversations with parents of PP children who are not accessing this provision and offer where applicable
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LIP Targets

Area	Target	PP Target/ Strategy
Q of E	Continue to embed Tier 2/3 Vocabulary across foundation subjects from Nursery/ Reception	TS 3
	Raise standards in writing through explicit teaching and immersion of spelling strategies	Q 3
	Ensure support staff and new teachers have strong subject knowledge in foundation/ core (back to fortnightly training)	Q 3

Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was slightly lower than pupils that are not disadvantaged. After analysing the children, we have found these children mostly have a high crossover with EAL and SEND. Many children PPI children without additional barriers to learning perform in line with their peers. There are small pockets of disadvantaged pupils that are performing lower than non-disadvantaged. These can be found in Year 4 (current 5s) in reading and Year 3 (current 4s) in all core subjects.

