

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen's Drive Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14/09/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Michael Aspinall
Pupil premium lead	Michael Aspinall
Governor / Trustee lead	Alisa McCondichie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,000
Recovery premium funding allocation this academic year	£4,350
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	£50,050

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Drive Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities and also having access to our family learning support mentor to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

A number of our pupils in receipt of pupil premium have identified special educational needs and a small minority of pupils are under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also utilising additional Teaching Assistants to support with focus groups.

We have recently identified a small group of pupils who require additional support with their phonics. A teaching assistant has been employed to release a highly qualified teacher to carry out focused intervention support to these children.

We have also identified some children in Year 5 to receive Tutor-Led catch up sessions after school. Priority will be given to children in receipt of Pupil Premium.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Queen's Drive Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school. This early intervention helps to remove these barriers sooner in the child's education. Covid lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and well-being needs. Our strategy includes a highly experienced family learning support mentor who works in close partnership with the pastoral lead in school.

To provide a range of extra-curricular opportunities and activities for children in receipt of pupil premium funding.

Queen's Drive Primary School is committed to offering a range of extra-curricular clubs for all pupils. In addition to this, the children in receipt of Pupil Premium are offered opportunities to attend a range of clubs and trips out of school. School trips are funded by the school and places are available for all clubs. It is our intention to further extend our extra-curricular club offer to incorporate opportunities for Climbing and Performing Arts. The school has established links with UCLan and Preston North End FC to help run active lunchtime activities to keep the children physically active and healthy

In summary:

Our spending is aimed at supporting children to achieve age related expectations and aspiring to move some children beyond age related expectations, accelerating progress. The predominant focus is on English, Mathematics and transferring skills across the curriculum. Support will also be channelled towards developing early language skills, supporting positive mental health, providing wider opportunities to extra-curricular activities and social skills in order to break the barriers and facilitate learning.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of these groups.
2	Homework / Home learning experiences.
3	Mental Health issues.
4	Gaps in the basic skills and language underdevelopment.
5	Aspirations of these children and families.
6	Outcomes in progress for PP children.
7	SEND pupils requiring specific support and intervention.

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
<i>Quality First Teaching supported by evidence informed CPD for teachers and support staff.</i>	<i>Pupil Premium children will meet age related expectations and</i>

	<i>make accelerated progress in English and Mathematics.</i>
<i>Targeted academic support providing effective, specific and timely intervention programmes.</i>	<i>Teacher assessments will evidence that gaps in learning will have been addressed through targeted in-class, small group and 1:1 interventions. Tutor-led catch up sessions.</i>
<i>To ensure our most vulnerable pupils have opportunities to access a wider curriculum and participate fully in online learning.</i>	<i>Our disadvantaged pupils will attend extra-curricular activities and have constant access to remote learning through our provision.</i>
<i>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</i>	<p><i>To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 8%)</i></p> <p><i>Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (Aut 2021; 2 pupils).</i></p>

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A broad and engaging curriculum that focusses on vocabulary and knowledge acquisition.</i>	EEF research: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2 4 5
<i>A whole class reading approach underpinned by clearly defined formative assessment practices.</i>	The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.	2 4 5
<i>Development of a Maths Mastery approach supported by external Mastery specialist.</i>	EEF Research: Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths. Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.	4 5
<i>Provide a knowledge rich curriculum with frequent low stakes testing so that disadvantaged students experience success and celebrate the acquisition of knowledge.</i>	EEF Research: It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching:	4
<i>Put in place a package of home learning to ensure that</i>	EEF Research: https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	2 4

<i>we focus on basic skills.</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources	
<i>Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1</i>	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2 4 6
<i>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching SEND pupils (Led by SLT)</i>	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4 7

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	EEF Research states:	
<i>Plan for same-day in-class intervention.</i>	These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable. Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	4 6 7
<i>Teacher-led targeted group teaching in all year groups.</i>		4 6 7
<i>Specific intervention programmes led by both teachers and teaching assistants.</i>		4 6 7
<i>Pastoral staff provide small</i>		1 3

<i>group and 1:1 support to assist children in their well-being.</i>	<p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Learning in one to one and small groups is carefully linked with classroom teaching.</p> <p>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	6 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide ongoing technical support for our most vulnerable pupils.</i>	EEF Research states: Schools put significant effort into sharing information and making new, positive connections, so that pupils start confidently in their new setting. We know that transitions between classes, year groups and settings are likely to be of significant importance in the lead up to the new academic year.	2 4
<i>Ensure pastoral links are established and maintained with home to identify needs.</i>	The evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points. Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with this time of change. Some challenges at the point of transition that emerge from the evidence base include:	1 2 3
<i>Provide financial support through help with uniform costs, free educational visits and discounted residential trips.</i>	Adapting to academic challenges and curriculum discontinuity. Familiarising with formal school systems, expectations and routines. Developing healthy peer networks and dealing with issues around bullying. All these factors may have also been affected by the periods of partial school closures. By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves. Additionally, good communication across schools can help foster curriculum continuity, intelligent use of diagnostic assessment, along with specific planning to address pastoral needs and academic support.	1 3 5
<i>Pastoral support from Family Learning Mentor for vulnerable</i>	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.	1 3 5

<p><i>children and families- key support needed to ensure attendance is maintained and readiness to learn.</i></p> <p><i>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</i></p> <p><i>Attendance monitoring and meetings when needed.</i></p> <p><i>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</i></p> <p><i>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</i></p> <p><i>Reintroduction of fines for unauthorised absence</i></p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	
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Total budgeted cost: £14,000 + £20,000 + £17,500 = £51,500

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 2020 to 2021 academic year.

The school undertook the KS 2 SATs in May 2022. Below are the headline figures in relation to Pupil Premium children.

Year 6 data: (6 children in receipt of PP funding)

For Reading, 100% of PP children were working at ARE or above. 17% were working above ARE.

For Writing, 100% of PP children were working at ARE or above. 17 % were working above ARE.

For Maths, 66% of PP children were working at ARE or above. 0% were working above ARE.

For Science, 100% of PP children were working at ARE or above. 17% were working above ARE.

Whole School attainment: (Yr 1 to 6. 41 children)

For Reading, 68% of PP children were working at ARE or above.

For Writing, 51% of PP children were working at ARE or above.

For Maths, 54% of PP children were working at ARE or above.

For Science, 68% of PP children were working at ARE or above.

The Pupil Premium children were all provided with the laptops to assist them with home learning which helped them to engage in remote learning sessions, Zoom conferences and general homework related activities. We were delighted with their engagement and progress during this challenging time.

The pastoral support worker worked closely with several PP families to ensure their child was making good progress and assisted with any family related issues.

Intervention groups for these children took place regularly and were delivered by highly qualified staff.

Attendance was generally very good with 95% of the PP children attending school throughout the year. 1 family is still a concern to the school with particularly low attendance.

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
Physical Fun Day	FUNDA
Mental Health Training	MHFA England
Pupil Premium Boys Writing group	In house.
Pastoral Support (child and parents)	In house.
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed
Mental Health and Well-being	Kidsafe UK
Emotional Resilience	Desty Island
Maths 1:1 tutor sessions	Third Space Learning

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?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	These children had a regular point of call to help discuss any issues or concerns.

Further information (optional)