



## 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 Inclosure Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	13%
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 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J.Allen Headteacher
Pupil premium lead	L.Burberry Assistant Headteacher
Governor / Trustee lead	M Cator, Chair of Governors

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,820
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,490

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We have high aspirations for all our children and aim to provide the very best learning environment and opportunities to enable all children to thrive and succeed.

Our current strategy aims to close the gap between our disadvantaged and non-disadvantaged children by ensuring the barriers that are hindering their progress are overcome. These barriers include;

- challenges in reading – particularly comprehension
- lack of secure number knowledge
- anxiety impacting on engagement in learning
- speech and language difficulties – specifically language processing difficulties, receptive language and weak articulation
- poor attendance

We aim to provide high quality inclusive teaching, continually improved with targeted Continuing Professional Development (CPD). Trained support staff will deliver specific interventions matched to learners needs and this will be regularly reviewed through evaluation and professional discussion.

Adjustments to the provision will be made each half term as necessary and additional resources purchased as required to secure successful outcomes.

### Challenges

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

Challenge number	Detail of Challenge
1	Some children are making less progress than other children across KS1 and KS2 due to gaps in their understanding
2	Some children may be able to achieve the 'greater depth standard' (GDS) with greater challenge and targeted intervention
3	Some children have emotional barriers and struggle to fully engage in learning
4	Some children have speech and language barriers which hinder their progress
5	Some of our most disadvantaged children have attendance below 95% which is affecting their achievement.

### 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
To ensure all disadvantaged children are able to achieve at Age Related Expectation (ARE) in line with their peers	Higher proportion (>70%) of Pupil Premium children secure ARE by July 2024
To increase the number of most able disadvantaged children achieving GDS	Increased number of disadvantaged children achieve GDS by July 2024

through providing opportunities and challenge in learning	
To reduce the impact of emotional barriers and mental health issues on children's attitudes and engagement in learning	Individuals will demonstrate increased engagement and more positive attitudes to learning as a result of regular well-being support
To improve children's speech and language so they can access the curriculum and secure progress	Specific children will show improvement in their speech and language skills and apply strategies to demonstrate progress in learning
To improve the attendance of disadvantaged children falling below 95%	Reduce the number of PP children with <95% attendance from 34% to 18% or below. Overall PP attendance is maintained at 96% of higher

### 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: £11,267.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of Pedagogy with particular focus on metacognition</i>	<i>EEF reports 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'.</i>	1, 2
<i>Release for Learning Progress Meetings</i>	<i>Professional discussion supports the effective implementation of targeted interventions</i>	1, 2, 3, 4, 5
<i>CPD for Support Staff in delivering effective interventions - phonics, pre-teaching and S&amp;L</i>	<i>EEF Teaching Assistant Interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i>	1, 2, 3, 4
<i>Targeted EP support for teachers in identifying barriers that hinder children's progress</i>		
<i>Purchase of standardised diagnostic assessments and guidance for staff to</i>	<i>EEF – Assessing and Monitoring Pupil Progress</i>	1, 2

<i>ensure these are administered and interpreted correctly</i>	<i>Focussed intervention and support can be given as a result of analysis of the outcomes of standardised tests</i>	
<i>Training and delivery of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all children</i>	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children</i>	1, 2

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

**Budgeted cost: £50,387.35**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Implementation of online platform for Maths learning in the classroom as well as for Home Learning</i>	<i>EEF – focus on developing fluency in a particular area (maths) Studies involving digital technology typically have greater impact (+ 6 months)</i>	1, 2
<i>Dedicated teachers to facilitate targeted work with groups across KS2 to address misconceptions and target gaps in understanding</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2
<i>Dedicated teacher to specifically support reading comprehension with individual children</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2
<i>Intensive S&amp;L Therapy provided by a lead professional</i>		4
<i>Targeted support for reading and maths in Years 3,5 &amp; 6 (4x half days per week)</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2, 3

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

**Budgeted cost: £17,444.37**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific support to manage Emotional Based School Avoidance (EBSA)	EEF – Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment	1, 3
Wellbeing support provided by dedicated Support Staff		3
FEIPS supervision for Wellbeing LSA		3
Yoga	EEF – Social and Emotional Learning interventions	3

**Total budgeted cost: £79,099.70**

## 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.

*Our Performance Measures for 2021 - 2022 have been published on our website although there are no league tables for comparison this year.*

*Our SATs results and teacher assessment for writing at the end of KS2 indicated that 67% of our PP achieved combined ARE in Reading, Writing and Mathematics, and 89% of our PP children made expected progress from Year 2 to Year 6.*

	<b>% of PP children who achieved ARE</b>	<b>% of PP children who made expected progress</b>
Reading	67	100
Writing	67	100
Maths	67	89

*Outcomes for our PP children at GDS were:*

<b>Reading</b>	<b>Writing</b>	<b>GPS</b>	<b>Mathematics</b>	<b>Combined</b>
44%	11%	11%	33%	11%

*Monitoring activity shows significant improvement for all PP children having Social and Emotional intervention as evidenced in the reduction in behaviour incidents and their increased engagement in learning.*

*Specific individual children show an improvement in their attendance although this needs to be maintained this year.*

### Externally Provided Programmes

*We did not purchase any non-DfE programmes during the year 2021-22.*