



Pupil premium strategy statement

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.

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	Queensway Primary School
Number of pupils in school	422 (includes Nursery)
Proportion (%) of pupil premium eligible pupils	21.62% (includes Nursery/EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Sept 2022 (updated and reviewed November 2024)
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Horbury-Jakeman
Pupil premium lead	Megan Ross
Governor / Trustee lead	Katie Dignan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,010
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	£132,010

Part A: Pupil premium strategy plan

Statement of intent

At Queensway Primary School, we have high expectations for all pupils in our school, and believe that with consistently good teaching or better, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their potential, both academically and socially. To do this, we implement a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes a significant contribution to pupils' outcomes so that children are engaged and achieve well.

Awareness and understanding of each family's situation are essential to help nurture and develop solid relationships around each child. We are committed to ensuring that all our disadvantaged pupils, including those who are working above the expected level receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive intervention and daily support. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have forensically analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation to help inform our decisions. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data shows that absenteeism from school and 'desktop truancy' is impacting negatively on the progress of our disadvantaged pupils. This is a complex and nuanced challenge which often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach.
2	Our observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically. For example, opportunities to join student leadership groups will be highlighted to these pupils.
3	Our attainment data, observations and discussions have shown us that many children's overall understanding of vocabulary makes accessing the curriculum challenging, often meaning that their learning behaviours such as resilience, engagement and retention of knowledge is lower than their peers as they can find accessing learning challenging. Supporting these children to develop and extend their vocabulary, alongside developing their learning behaviours will help them achieve better outcomes and feel more confident in all subject areas.

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
<p>To raise the attendance and punctuality of children so that they access their full entitlement to education. Having good attendance is crucial to ensure that all children make good progress and that their attainment is in-line with their non-ppg peers. It is also vital that no further or no gaps appear in the children's learning after the previous years' disruption because of the COVID pandemic. Last year's attendance for PPG children was 91.75%.</p> <ul style="list-style-type: none"> • For all children in receipt of the PP grant to have attendance of 95% or above. • For all children in receipt of the PP grant to attend school on time every day. • To educate parents on the impact of poor attendance and punctuality. 	<ul style="list-style-type: none"> • Children will attend school for 95% of the year or more. • To lower the number of children in receipt of Pupil Premium who are persistently absent. • Children will have less missed learning, therefore impacting positively on progress and attainment, as well as improved confidence by maintaining consistent social relationships. • All staff are involved in supporting attendance of pupils, creating positive relationships with families to support and sustain this. • All children will attend school by the close of register at 8:35am. • All children will be able to access the planned register activity and first session fully to maximise learning time. • Parents will have an improved understanding of the negative impact created by poor attendance and lateness on their child's education. • Parents will trust the school to contact them if their child is in school but needs to be collected if too unwell to stay. • Parents agree to complete missed learning at home in order to support their child with catch-up of missed learning. They will understand what impact occurs having read the teacher's report.
<p>To provide children with a range of high-quality, enriching experiences to broaden and enhance their understanding of many different life events. Children's out of school opportunities may be limited, further so, due to the pandemic. Children struggle to draw upon life experiences and their understanding of the world through cultural, social, musical or other areas is lacking. Providing these will give concrete experiences on which they can draw in their learning and use rich, subject-related vocabulary in their conversation and work.</p> <ul style="list-style-type: none"> • All children in receipt of PP will have participated in an enrichment opportunity per term, through attending whole school 	<ul style="list-style-type: none"> • Planned events are part of the Long Term plan which is reviewed by all staff annually, ensuring a good breadth and variety of opportunities per term are provided. • As a result of Pupil Voice questionnaires, clubs are created that may be requested/similar to those asked for by the children so that they are motivated to attend from the start. • Registers will show a good uptake and weekly attendance for clubs offered. • Targeted children accept invites and attend weekly sessions. Parents are aware of why their child has been invited

<p>performances, clubs and other cohort events.</p> <ul style="list-style-type: none"> • Parents will support and understand the value of enrichment opportunities for their children. • Identified children will be invited and families made aware of events outside of school which may be of interest to them and the costs subsidised. 	<p>and they are supportive, ensuring their child attends.</p> <ul style="list-style-type: none"> • Children will attend weekend/holiday enrichment opportunities that have been carefully matched to individual's interests. • They will meet and socialise with children from other schools and have the experience of being taught by specialist teachers in other settings.
<p>To continue to close the gap between children identified as PPG and their peers across the curriculum.</p> <ul style="list-style-type: none"> • To ensure that children in receipt of PP who are below their expected attainment levels make accelerated progress to close the gap. • To provide targeted support/intervention for children who are at risk of not keeping on track. 	<p>Identified children will show improved progress. Evidence will be found within classroom observations, planning and the children's books.</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: £21,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT involved in coaching and mentoring teachers for planning to develop high quality teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377	3
Oral Language interventions – Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

We will purchase resources and fund ongoing teacher training.		
Enhancement of our maths teaching and curriculum planning in line with DfE for Early Maths.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3
Staff professional development	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development As a school, we will continue to invest in CPD for all staff to ensure that children receive quality first teaching. Developing children's learning behaviours and vocabulary strategies will be focus points for training.	1, 3

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

Budgeted cost: £71,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing size of classes in target year groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	3
Additional phonics sessions targeted at pupils who require further phonics support, especially in Key Stage Two.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, (though not necessarily comprehension), particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Teaching assistant deployment – high levels of TAs deployed effectively across the school	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3
Targeted, personalised activities	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,3

and resources to meet the specific needs of disadvantaged pupils with SEND. Use of a graduated 'assess, plan, do, review' approach as supported by the SENCO.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Dedicated time from the Home School Community Link worker to work with parents and follow DfE guidance to improve attendance and punctuality, including persistent absentees.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>At Queensway, we believe that all staff have a role to play in supporting and improving the attendance of pupils. We recognise that attendance is important for children to access their education and also develop their social and emotional literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-addressing-attendance-getting-below-the-surface?utm_source=/news/eef-blog-addressing-attendance-getting-below-the-surface&utm_medium=search&utm_campaign=site_search&search_term=attendanc</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendan</p>	1
<p>Extending opportunities for extra curricular opportunities including sports, outdoor</p>	<p>We will review our School Clubs offer and participation in clubs will be tracked and monitored to identify gaps and opportunities for children in receipt of PP. The approach to our club offer has changed for the upcoming academic year (24-25) with the aim of improving attendance for all children with greater range of lunch time clubs.</p>	2

activities, arts, culture and trips, including Year 6 residential.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Communicating with and supporting parents by providing workshops, shared lessons and opportunities to celebrate children's achievements	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2
School leadership roles	<p>PP children to be targeted to represent the school in leadership roles to build a sense of community and connection. Support will be provided by staff during the application process to ensure that all children feel empowered to take part. This will include being part of School Council, Sports council and Young Leaders (Year 6 only). As a school, we will ensure that the number of children in these roles is representative of our school community.</p> https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term	2
Offering additional places at Breakfast club	By attending breakfast club, children are ready to learn and start the school day both physically and emotionally.	1, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provision of Place 2 Be counsellor for 2 days a week	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Total budgeted cost: £135,293

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using external measures such as: key stage 2 performance data, phonics check results, GLD, Year 4 Multiplication check and our own internal assessments.

Aim	Success Criteria	Outcome
<p>To raise the attendance and punctuality of children so that they access their full entitlement to education. Having good attendance is crucial to ensure that all children make good progress and that their attainment is in-line with their non-PPG peers.</p> <p><i>Challenge 1</i></p>	<ul style="list-style-type: none"> • Children will attend school for 95% of the year or more. • Children will have less missed learning, therefore impacting positively on progress and attainment, as well as improved confidence by maintaining consistent social relationships. • All children will attend school by the close of register at 8:40am. • All children will be able to access the planned register activity and first session fully to maximise learning time. • Parents will have an improved understanding of the negative impact created by poor attendance and lateness on their child's education. • Parents will trust the school to contact them if their child is in school but needs to be collected if too unwell to stay. • Parents agree to complete missed learning at home in order to support their child with catch-up of missed learning. They will understand what impact occurs having read the teacher's report. 	<p>Throughout the academic year, the attendance of children in receipt of PP at Queensway has been lower than the attendance across the school for all pupils (including PPG). Overall attendance for the whole school (including PP) for the academic year 23/24 was 94%, in comparison with the attendance of PP children at 90%. Some children on Reintegration Plans are in receipt of PP funding and therefore this is reflected in the attendance data. Our attendance data shows that we were in line with the national average for children in receipt of PP.</p> <p>Our Home School Community Link Worker has targeted and supported many families to increase their attendance throughout the academic year. We recognise that this continues to a priority for us to raise the attendance of our disadvantaged pupils to ensure that they have full access to their education.</p>
<p>To provide children with a range of high-quality, enriching experiences to broaden and enhance</p>	<ul style="list-style-type: none"> • Planned events are part of the Long Term plan which is reviewed by all staff annually, ensuring a good breadth and variety of opportunities per term are provided. • As a result of Pupil Voice questionnaires, clubs are 	<p>At Queensway, we have continued to ensure that all children have access to a range of enriching experiences both curricular and non-curricular. As part of our offer, children in receipt of PP have been targeted and invited to join clubs which have been matched to their interests. As a result of this, many of our PP children attended a wide range of clubs and registers show an average of</p>

<p>their understanding of many different life events. Providing these will give concrete experiences on which they can draw in their learning and use rich, subject-related vocabulary in their conversation and work.</p> <p><i>Challenge 2</i></p>	<p>created that may be requested/similar to those asked for by the children so that they are motivated to attend from the start.</p> <ul style="list-style-type: none"> Registers will show a good uptake and weekly attendance for clubs offered. Targeted children accept invites and attend weekly sessions. Parents are aware of why their child has been invited and they are supportive, ensuring their child attends. Children will attend weekend/holiday enrichment opportunities that have been carefully matched to individual's interests. They will meet and socialise with children from other schools and have the experience of being taught by specialist teachers in other settings. 	<p>26% of children who attended the club each term were in receipt of Pupil Premium.</p> <p>A wide variety of enrichment opportunities have continued to be provided throughout the academic year (both whole school and cohort) such as clubs, Science Oxford visits, theatre productions, NOSSP competitions and a residential trip in Year 6. Additionally, during science week, children in Key Stage Two were able to meet and talk to a range of visitors working in STEM professions, raising their aspirations for in school and beyond.</p> <p>Additionally, some pupils in student leadership roles such as School Council, Young Leaders and Sports Council were in receipt of PP. This is an area that we are aiming to develop across the next academic year.</p> <p>School council (Years 3 – 6) – 0/10 0% Sports council (Years 3 - 6)– 0/6 0% Young leaders (Year 6) - 5/22 23%</p> <p>Access to these wider opportunities, including leadership roles and external visits is part of our core offer for all children at Queensway and will continue to be reviewed and improved for the next academic year (2024/2025).</p>
<p>To continue to close the gap between children identified as PPG and their peers, with a focus on understanding of vocabulary and learning behaviours.</p> <p><i>Challenge 3</i></p>	<ul style="list-style-type: none"> Identified children will show improved progress. Evidence will be found within classroom observations, planning and the children's books. 	<p>Quality first teaching continues to be a focus at Queensway to accelerate the progress and minimise the gap between children identified as PPG and their peers. Observations show that the quality of teaching is good or above.</p> <p>Targeted support through use of class splits in core subjects has focussed on supporting children who are at risk. Many children in receipt of Pupil Premium have made good or accelerated progress in Reading, Writing and Mathematics but we are still striving for more children to be working at 'expected'. This is also true for non-PPG children. Thus, this continues to be a priority for our strategy across the next academic year.</p> <p>Many of our children in receipt of PPG are also on the SEND register and/or our EAL register. Through consultation with staff, it was identified that limited exposure and understanding of vocabulary was making accessing the curriculum challenging for many of these pupils. Therefore, this has been a specific focus at Queensway across the curriculum. As a school, we have engaged with the Local Authority 'Addressing Disadvantage in Oxfordshire' project where we have focused on the teaching and scaffolding of vocabulary opportunities. Lesson observations</p>

show that the teaching of vocabulary is improving for all children, and they are being introduced to key vocabulary to support them accessing their learning. This will continue to be a focus across the next academic year to embed and further develop independent practices to support reducing the attainment gap.

Year 1 phonics: - October 2024

	Natio nal (all pupils)	National (disadvanta ged)	All Pupils at Queens way (includin g PP)	PP at Queens way
Total for the yea r	80%	68%	78%	43%

Year 2 phonics:

	All Pupils at Queensway (including PP)
Total for the year	58%

Year 4 Multiplication check

	All Pupils at Queensway (including PP)	PP at Queensway
Achieving 25/25	40%	33%

Mean score – 22
National last year 20.2

Year 6

	Natio nal (all pupil s)	National (disadvant aged)	All Pupils at Queen sway (includi ng PP)	PP at Queen sway (16 pupils)
Combin ed	61%	45%	74%	-
Readin g	74%	62%	81%	56%
Writing	72%	58%	79%	75%
Mathem atics	73%	59%	89%	38%

Further information (optional)

- Many of our Pupil Premium children are also on the SEND register. Our full time Inclusion Manager and Deputy Head Teacher are non- class based and so any concerns raised about our children are investigated quickly and the appropriate provision, resources and assessments are swiftly implemented.
- Additionally, many of our families on CIN and TAF are in receipt of Pupil Premium.
- We employ a private speech and language therapist who comes into school for a day each week, who assesses and supports children who have been highlighted as in need of additional support.
- We have a full time Home School Community Link Worker to liaise with families and provide emotional support to our vulnerable children and parenting support to families. She also has extensive knowledge about financial initiatives and benefits that our families could access.
- Place 2 Be therapy - Children are identified by the Senior Leadership Team and teachers to access weekly hour sessions for emotional support and therapy.