

# Pupil premium strategy statement – Queensway Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	430 (includes Nursery)
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Sarah Horbury-Jakeman, Headteacher
Pupil premium lead	Megan Ross
Governor / Trustee lead	Katie Dignan, lead for Pupil Premium.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,565 (incl EYPP, LAC, & Service children)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</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>	£144,565

# Part A: Pupil premium strategy plan

## Statement of intent

At Queensway Primary School, our school values of Kindness, Respect and Resilience underpin our provision for all pupils, especially those who are disadvantaged. As a school, we believe that all pupils, irrespective of their background, can succeed and achieve their full potential so that they are ready to embrace the next stage of their learning. We have high expectations for all pupils 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 achieve highly. To do this, we implement a range of strategies to ensure challenge at an appropriate level and provide support to overcome barriers to learning, including for those children who are already high attainers.

For us, awareness and understanding of each family's situation is essential to help nurture and develop solid relationships around each child. As a school, we seek to develop positive relationships with our families, utilising both parental and pupil voice to identify and address any barriers to learning. We recognise that pupils from disadvantaged backgrounds may not have had the same access to enriching experiences that enhance a child's personal development and character as other children, and we seek to address this through our strategy.

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 and be responsive to evolving challenges and individual needs. 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.

Parental engagement – umbrella challenge which impacts on our specific challenges listed below.

Challenge number	Detail of challenge
1	Our attendance data over the last few years indicates that absenteeism from school 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.

	47.72% of our persistent absentees last year (2024-2025) were in receipt of Pupil Premium.
2	Our observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations within 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 progress data, observations and discussions have shown underdeveloped foundational knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent amount our disadvantaged pupils than their peers.

## 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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/2028 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall unauthorised absence rate for all pupils being in line or better than national data. the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced.</li> <li>• The percentage of all pupils who are persistently absent being in line or better than national data and the figure among disadvantaged pupils being consistent with that of their non-disadvantaged peers.</li> <li>• Internal data analysis will show term on term improvements for individual families who have been persistently late.</li> </ul>
<p>To provide children with a range of high-quality enriching experiences to broaden and enhance their understanding of many different life events.</p> <p>Many children struggle to draw upon life experiences and their understanding of the world through cultural, social, musical or other areas is limited. 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"> <li>• All children will access the planned events which are part of the Long-Term plan, and reviewed by all staff annually, ensuring a good breadth and variety of opportunities per term are provided.</li> <li>• School will utilise community support such as ARCH, Tudor Hall to provide additional resource for disadvantaged children.</li> <li>• Our whole school leadership opportunities, such as school council and young leaders, will be</li> </ul>

	representative of the school community.
Improve foundational skills among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• The Language lead in Nursery and Welcomm and our private speech and language therapist will impact positively on children's progress within the relevant ELGs, i.e speaking and listening and communication and language.</li> <li>• Disadvantaged children are accessing high quality teacher input with well chosen interventions led by skilled support staff.</li> </ul>
Parental engagement	<ul style="list-style-type: none"> <li>• Work with parents to understand barriers and provide targeted, individual support</li> <li>• Use parental voice to review our offer of our parental engagement strategies.</li> <li>• Internal tracking systems will be analysed and used to inform future opportunities and target individual families.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	3

understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<a href="#">EEF – Oral language interventions</a> <a href="#">EEF – Communication and language approaches (Early Years)</a> <a href="#">Sutton Trust – Life lessons 2024</a>	
Targeted staff professional development	As a school, we will continue to invest in CPD for all staff to ensure that children receive quality first teaching.  <a href="#">EEF – Effective professional development</a>	1, 3
Leadership release time to ensure the quality of teaching is high.	<a href="#">EEF – Effective professional development</a>	All

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

Budgeted cost: £67,610

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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">EEF – reducing class size</a>	1,3
Teaching assistant deployment – high levels of TAs deployed effectively across the school	<a href="#">EEF – The role of Teaching Assistants</a>  <a href="#">EEF – Teaching Assistant interventions</a>	All

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

Budgeted cost: £45,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</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><a href="#">EEF – Addressing attendance</a></p> <p><a href="#">EEF – Attendance family liaison officer</a></p>	1
<p>Developing positive, collaborative relationships with parents and carers through carefully planned communication, workshops, shared lessons and opportunities to celebrate children's achievements.</p>	<p><a href="#">EEF – parental engagement</a></p>	All
<p>School leadership roles</p>	<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>	3

	<a href="#">EEF – Life skills enrichment</a>	
Extending opportunities for extra-curricular opportunities including sports, outdoor activities, arts, culture and trips, including Year 6 residential.	<a href="#">EEF – Arts participation</a> <a href="#">EEF – physical activity</a>	2
Utilizing connections with volunteers, such as pupils from local secondary schools to build confidence and raise aspirations with targeted individuals.	<a href="#">EEF – Mentoring</a> <a href="#">EEF – peer tutoring</a>	2
Subsidized additional places at Breakfast club for disadvantaged and vulnerable children	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

**Total budgeted cost: £145,595 (surplus taken from school budget)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Review of Pupil Premium Strategy – 2024/2025.

Aim	Success Criteria	Outcome
<p>To raise the attendance and punctuality of children so that they access their full entitlement to education.</p> <p><i>Challenge 1</i></p>	<ul style="list-style-type: none"> <li>• Children will attend school for 95% of the year or more.</li> <li>• To lower the number of children in receipt of Pupil Premium who are persistently absent.</li> <li>• Children will have less missed learning, therefore impacting positively on progress and attainment, as well as improved confidence by maintaining consistent social relationships.</li> <li>• All staff are involved in supporting attendance of pupils, creating positive relationships with families to support and sustain this.</li> <li>• All children will attend school by the close of register at 8:35am.</li> <li>• All children will be able to access the planned register activity and first session fully to maximise learning time.</li> <li>• Parents will have an improved understanding of the negative impact created by poor attendance and lateness on their child's education.</li> <li>• Parents will trust the school to contact them if their child is in school but needs to be collected if too unwell to stay.</li> <li>• Parents will understand what impact occurs having read the teacher's report.</li> </ul>	<p>Overall attendance for the whole school (including PP) for the academic year 24/25 was 93.69%, in comparison with the attendance of PP children at 89.03%. On average, children in receipt of Pupil Premium made up 47.72% of our persistent absentees. 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 continues to target and support many families to increase their attendance throughout the academic year. It continues to be a priority for us to raise the attendance of our disadvantaged pupils to ensure that they have full access to their education.</p> <p>We have worked closely with OCC attendance team including a self-requested attendance review which demonstrated that we were doing everything within our resources to support families to improve attendance for their child/ren.</p>
<p>To provide children with a range of high-quality, enriching experiences to broaden and</p>	<ul style="list-style-type: none"> <li>• Planned events are part of the Long Term plan which is reviewed by all staff annually, ensuring a good breadth and</li> </ul>	<p>As a school, we have continued to ensure that all children are able to access a range of activities to enrich both their curricular and non-curricular learning. This year, we have</p>

<p>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> <p><i>Challenge 2</i></p>	<p>variety of opportunities per term are provided.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Registers will show a good uptake and weekly attendance for clubs offered.</li> <li>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.</li> <li>Children will attend weekend/holiday enrichment opportunities that have been carefully matched to individual's interests.</li> <li>They will meet and socialise with children from other schools and have the experience of being taught by specialist teachers in other settings.</li> </ul>	<p>continued to target and invite our PP children to join clubs matched to their interests and ensured that our provision has taken place during the school day to reduce attendance barriers. As a result, many of our PP children have attended and enjoyed a range of clubs.</p> <p>Throughout the school year, we have continued to provide a range of enrichment opportunities (both whole school and cohort based) to our school community such as Science Oxford visits, theatre productions, NOSSP competitions and a residential trip in Year 6. Children in Key Stage Two were able to meet and talk to a range of visitors working in STEM professions during Science Week, raising their aspirations for in school and beyond.</p> <p>Some pupils in receipt of Pupil Premium were in leadership roles across the school such as School Council, Young Leaders and Sports Council.</p> <p>School council (Years 3-6) – 3/10 – <b>30%</b></p> <p>Sports council (Years 3-6) – 0/6 – <b>0%</b></p> <p>Young leaders (Year 6) - 10/22 - <b>45%</b></p> <p>We recognise that this challenge needs to continue moving forward, after consultation, to further raise children's future aspirations.</p>
<p>To continue to close the gap between children identified as PPG and their peers across the curriculum.</p> <p><i>Challenge 3</i></p>	<ul style="list-style-type: none"> <li>Identified children will show improved progress. Evidence will be found within classroom observations, planning and the children's books.</li> </ul>	<p>At Queensway, we recognise that quality first teaching has the biggest impact on supporting and accelerating the progress of all children, especially those in receipt of PPG. Staff work hard to address and minimise the gap between children identified as PP and their peers. Observations carried out by SLT as well as external reviews show that the quality of teaching is good or above. Many of our children in receipt of PP are also</p>

on the SEND register and/or our EAL register.

Additionally, we have continued to utilise class splits in focus year groups for those children who are at risk of underachievement. Many children in receipt of Pupil Premium have made good or accelerated progress in Reading, Writing and Mathematics from their starting points but we are still striving for more children to be working at age related expectations. Therefore, this continues to be a priority for our strategy moving forward with a focus on developing children's oral language skills after consultation with staff around barriers to learning. We will continue to use work from our engagement with the Local Authority work 'Addressing Disadvantage in Oxfordshire' to embed and further develop this area.

**Year 1 phonics –**

	Natio nal (all pupils )	National (disadvanta ged)	All Pupil s at Quee nswa y (inclu ding PP)	PP at Qu ee ns wa y
Total for the yea r	81%		86%	71 %

**Year 2 phonics –**

	All Pupils at Queensw ay
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	(including PP)
Total for the year	67%

**Year 4 Multiplication check –**

	All Pupils at Queensland (including PP)	PP at Queensland
Achieving 25/25	56.8%	37.5%
Mean score – 22		
National last year -		

**Year 6 –**

	National (all pupils)	National (disadvantaged)	All Pupils at Queensland (including PP)	PP at Queensland (17 pupils)
Combined	62%	69%	74%	57%
Reading	75%	81%	84%	78%

		Writin g	72%	78%	74%	57%
		Math emati cs	74%	80%	83%	74%

## 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.