

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	401 (421 including Nursery)
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	
Date on which it will be reviewed	July 2028
Statement authorised by	Sarah Horbury-Jakeman, Headteacher
Pupil premium lead	Megan Ross
Governor / Trustee lead	Kaytee Cooper, lead for Pupil Premium.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,490 (incl 2xPost LAC and 1x service child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£137,490

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.	Sustained high attendance by 2027/2028 demonstrated by: - 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. - 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. - Internal data analysis will show term on term improvements for individual families who have been persistently late.
To provide children with a range of high-quality enriching experiences to broaden and enhance their understanding of many different life events. 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.	- 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. - School will utilise community support such as ARCH, Tudor Hall to provide additional resource for disadvantaged children. - Our whole school leadership opportunities, such as school council and young leaders, will be

	representative of the school community.
Improve foundational skills among disadvantaged pupils.	- 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. - 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. - Disadvantaged children are accessing high quality teacher input with well chosen interventions led by skilled support staff.
Parental engagement	- Work with parents to understand barriers and provide targeted, individual support - Use parental voice to review our offer of our parental engagement strategies. - Internal tracking systems will be analysed and used to inform future opportunities and target individual families.

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: £16,792

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.	EEF – Oral language interventions EEF – Communication and language approaches (Early Years) Sutton Trust – Life lessons 2024	
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. EEF – Effective professional development	1, 3
Leadership release time to ensure the quality of teaching is high.	EEF – Effective professional development	All

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

Budgeted cost: £80,840

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 EEF – reducing class size	1,3
Teaching assistant deployment – high levels of TAs deployed effectively across the school	EEF – The role of Teaching Assistants EEF – Teaching Assistant interventions	All

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

Budgeted cost: £47,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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. EEF – Addressing attendance EEF – Attendance family liaison officer ‘Move It Monday’ and ‘Feel Good Friday’ are targeted attendance initiatives designed to increase engagement and motivation on Mondays and Fridays, identified as key days for lower attendance.	1
Developing positive, collaborative relationships with parents and carers through carefully planned communication, workshops, shared lessons and opportunities to celebrate children's achievements.	EEF – parental engagement	All
School leadership roles	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	3

	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. EEF – Life skills enrichment	
Extending opportunities for extra-curricular opportunities including sports, outdoor activities, arts, culture and trips, including Year 6 residential.	EEF – Arts participation EEF – physical activity	2
Utilizing connections with volunteers, such as pupils from local secondary schools to build confidence and raise aspirations with targeted individuals.	EEF – Mentoring EEF – peer tutoring	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: £145,330 (surplus taken from school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Provision
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/2028 demonstrated by: - 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. - 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. - Internal data analysis will show term on term improvements for individual families who have been persistently late.	Attendance has remained a key priority throughout 2025–26. While attendance for the majority of pupils remains positive, internal data shows overall attendance across Years 1–6 at 93.7%, compared with 87.6% for pupils in receipt of Pupil Premium. Persistent absence stood at approximately 16.6% at the end of the academic year for all pupils across the school. Of the 11 children who were significantly absent in 2025-2026, 8 were in receipt of Pupil Premium. Of those 8, 6 were supported on reintegration timetables, awaiting specialist provision and/or accessing alternative provision. As a result, the attendance of Pupil Premium pupils across the school has been significantly affected. Targeted monitoring, family engagement and individualised support remain in place to address barriers and improve attendance. Moving forward, this will continue to be a key area of focus, with particular attention given to Pupil Premium pupils at risk of becoming persistently absent, including those with attendance between 90–94%, enabling earlier identification, intervention and support.

To provide children with a range of high-quality enriching experiences to broaden and enhance their understanding of many different life events. 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.	• 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. • School will utilise community support such as ARCH, Tudor Hall to provide additional resource for disadvantaged children. • Our whole school leadership opportunities, such as school council and young leaders, will be representative of the school community.	Over the course of this academic year, pupils have benefited from a wide range of carefully planned enrichment opportunities designed to broaden their experiences, enhance curriculum learning and provide meaningful real-world contexts for their understanding. All year groups have accessed educational visits linked to their areas of study, alongside visitors and experiences within school. These opportunities have enabled children to deepen their knowledge and make stronger connections between classroom learning and the wider world. The school's enrichment offer has included theatre and pantomime performances, providing valuable cultural opportunities that many children may not otherwise access. Links with wider community have also supported provision, including integration and shared experience with Frank Wise school, promoting inclusion, understanding and positive relationships. The school has continued to utilise community partnerships and will seek to further strengthen links with organisations such as ARCH, Tudor Hall and other local partners to enhance the opportunities of disadvantaged pupils. Extra-curricular provision has remained an important part of our approach. Internal tracking shows that approximately 20% of pupils attending lunchtime clubs each term have been in receipt of Pupil Premium funding, with staff using their knowledge of individual pupils to encourage and target participation where appropriate. These opportunities have supported children in developing new interests, skills and talents beyond the curriculum. Attendance at externally provided after-school clubs has been comparatively lower, with factors outside of school sometimes creating barriers to participation. Therefore, in response, we have prioritised providing a greater proportion of clubs within the school day, helping to reduce potential barriers and make enrichment opportunities more accessible. Pupils have accessed opportunities designed to broaden their understanding of future pathways and the world of work. A KS2 STEM Science afternoon enabled children to meet and engage with professionals from a range of industries, helping them to understand how their learning can connect to future careers. Year 6 pupils also participated in a careers focused experience, during which they explored different occupations, selected a role of interest, completed a job application and developed interview skills through a mock interview. This provided a meaningful context in which to develop their communication skills, confidence and aspiration alongside an understanding of experiences they may encounter later in life. Physical development and participation have also been promoted through NOSSP sporting events, with all year groups taking part in opportunities ranging from whole-class participation to events involving targeted groups of pupils. These experiences have enabled children to represent the school, whilst developing their teamwork, resilience and positive attitudes towards physical activity. Year 6 pupils also have benefited from a residential opportunity with many disadvantaged pupils attending. Targeted support, including the use of Pupil Premium funding where appropriate, has helped to ensure pupils could access this opportunity alongside their peers. The experience provided valuable
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		opportunities to develop independence, confidence and social skills outside of the usual school environment. Alongside participation in enrichment activities, the school continues to provide a range of pupil leadership opportunities, including School Council, and Young Leasers. Representation within these roles is monitored to support equitable access, ensuring that all pupils have opportunities to contribute to school life and have their voices heard. School council – 2/12 (16%) Young Leaders (Year 6) – Library leaders – 6/16 (38%) Pupil voice has provided valuable insight into children's experience of Queensway's enrichment offer and has helped to identify how provision can continue to develop to ensure it remains engaging, accessible and relevant to pupils' interests. This feedback will continue to inform future planning, including the development of more personalised club opportunities and further practical, hands-on learning experiences. The emerging impact of this provision is also reflected through staff voice with staff reporting that children are increasingly able to make connections between curriculum content and real-life contexts, supporting engagement and contributing positively to classroom discussion. The breadth of opportunities provided is helping children to build a wider bank of experiences upon which they can draw within their learning and communication. Moving forward, the school will continue to review and adapt our enrichment and extra-curricular offer to reflect children's interests and preferences, while maintaining a focus on removing potential barriers to participation for disadvantaged pupils. The use of the enrichment benchmarks will provide a more systematic approach to evaluating the breadth, accessibility and impact of provision, helping us to further identify strengths, gaps and opportunities for development.
Improve foundational skills among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence.	There has been a positive start towards meeting this challenge area for our disadvantaged pupils. Most pupils, including disadvantaged pupils, are making good progress from their individual starting points. Outcomes remain broadly in line or above national benchmarks and demonstrate the positive impact of teaching and targeted support across the school. Evidence from assessments, book scrutinies, observations, pupil voice and ongoing formative assessment indicate at pupils are building secure foundational skills and achieving well. Observations and assessments show improving oral language skills among pupils in receipt of Pupil Premium funding. The use of targeted support such as Welcomm and our Language Lead has had a positive impact on children's progress within the communication and Language and Speaking and Listening Early Learning Goals.

	including engagement in lessons, book scrutiny and ongoing formative assessment. • 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. • Disadvantaged children are accessing high quality teacher input with well chosen interventions led by skilled support staff.	Internal tracking of progress over the past three years shows that, from Year 2 to Year 6, pupils in receipt of Pupil Premium consistently make above-average progress steps across reading, writing and mathematics, demonstrating positive progress from their individual starting points. Disadvantaged children are accessing high-quality teacher input, supplemented by carefully selected interventions delivered by skilled support staff. As this work is within its first year of implementation, it is encouraging to see early signs of impact, particularly through staff responsiveness to pupils' needs and addressing barriers to learning promptly. There has been a shift towards utilising 'in the moment' learning opportunities and live marking to identify and address misconceptions immediately, providing timely support and feedback within lessons. Going forward, further development is required to fully embed these approaches and ensure consistency across all classes and subjects. Development priorities include improving presentation of pupils' work and strengthening the explicit teaching and application of subject-specific vocabulary, enabling pupils to explain their learning confidently and retain knowledge over time. Year 1 phonics – <table><tr><td></td><td>National (all pupils)</td><td>National (disadvantaged)</td><td>All Pupils at Queensway (including PP)</td><td>PP at Queensway</td></tr><tr><td>Total for the year</td><td>81.9%</td><td>Published October 2026</td><td>81%</td><td>62%</td></tr></table> Year 2 phonics – 6 Children took the Year 2 resits. <table><tr><td></td><td>All Pupils at Queensway (including PP) <i>6 children</i></td><td>PP at Queensway</td></tr><tr><td>Total for the year</td><td>67%</td><td>16%</td></tr></table> Early Learning Goals:		National (all pupils)	National (disadvantaged)	All Pupils at Queensway (including PP)	PP at Queensway	Total for the year	81.9%	Published October 2026	81%	62%		All Pupils at Queensway (including PP) <i>6 children</i>	PP at Queensway	Total for the year	67%	16%
	National (all pupils)	National (disadvantaged)	All Pupils at Queensway (including PP)	PP at Queensway														
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	All Pupils at Queensway (including PP) <i>6 children</i>	PP at Queensway																
Total for the year	67%	16%																

		ELG	All Pupils at Queensway (Including PP)	PP at Queensway
		Listening and attention	95%	100%
		Speaking	95%	75%
		Evidence indicates that Welcomm has been a successful strategy in improving the foundational communication skills of disadvantaged pupils. The number of children identified as needing additional language support decreased from 16 in Term 1 to 5 by Term 6. This reduction demonstrates the positive impact of early identification and targeted intervention. Continued use of Welcomm alongside quality first teaching will support ensuring progress is sustained over time.		
		Pupil Premium children demonstrate strong personal, social and creative development but remain a key focus group for Reading, Writing and Mathematics outcomes.		
		Year 4 Multiplication check:		
		Percentage of children scoring 25/25	73%	
		Percentage of children scoring 22 or above (national average)	84%	
		Percentage of PP children scoring 22 or above	83%	
		Percentage of PP children scoring 25/25	58%	
Mean score	22.6			
Year 6 –				
	National (all pupils)	National (disadvantaged) 33% of pupils	All Pupils at Queensway (including PP)	PP at Queensway
Combined	63%	49%	74%	47%
Reading	75%	63%	72%	53%
Writing	73%	60%	78%	60%
Mathematics	75%	62%	84%	67%

		Spelling, Punctuation and Grammar	74%	61%	80%	-
Parental engagement	• Work with parents to understand barriers and provide targeted, individual support • Use parental voice to review our offer of our parental engagement strategies. • Internal tracking systems will be analysed and used to inform future opportunities and target individual families.	During the first year of implementation, strong foundations have been established to further strengthen partnerships between home and school and ensure that support is responsive to individual family needs. A parental survey was distributed to gather feedback on the support currently available and to identify areas that families feel would be most beneficial moving forwards. This has provided valuable insight into parent perspectives and will inform future developments to our provision. Ongoing feedback from parents has enabled the school to plan for enhanced parental engagement in the next academic year, including the expanded use of Google Classroom to share information, resources and communication that families have identified as most useful. This approach aims to strengthen home-school relationships and ensure parents feel well informed and supported in their child’s learning journey. Targeted support for families has continued through our Home School Link Worker, who uses a range of internal tracking documents and regular professional discussions with staff to identify and respond to emerging needs. This proactive and collaborative approach has enabled timely support for individual families and helped to ensure that barriers to learning, and engagement are addressed sensitively and effectively. The introduction of a Home-School Communication Policy has further strengthened our approach to parental engagement, providing clear and consistent expectations for communication between school and families. Parental engagement has been further strengthened through a range of informal opportunities, including Reception coffee mornings and shared lessons, which have seen high levels of participation from families. Moving forward, Queensway will focus on strengthening these parental relationships through continued improved communication and the enhanced use of Google Classroom to better support parents in developing and supporting positive learning routines beyond the classroom.				

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.
- Where pupils experience significant barriers to accessing mainstream education, we seek to provide appropriate alternative provision, where possible, to maintain engagement in education and provide learning tailored to their individual needs.
- 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.