

# 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	Queen Eleanor Primary Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 to 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Magnus Wallace, Headteacher
Pupil premium lead	Magnus Wallace, Headteacher
Governor / Trustee lead	Louis Donald, Chair of AIB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
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	£89, 489

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that our disadvantaged pupils achieve well, make good progress and have access to opportunities that expand their life experiences. This includes ensuring that those pupils most affected by learning loss during the pandemic catch-up to their peers. The key principles behind our use of pupil premium funding are:

- Use data and evidence collection to act early
- Individualise actions – disadvantaged pupils are *not* a homogenous group
- Work with families and pupils to identify specific needs and how school can support
- Plan intended impact, regularly evaluate effectiveness and adjust implementation based on emerging evidence
- Adjust structural elements of school to enable pupil premium actions can be implemented

Our actions put the quality of teaching at its heart, backed up by strategies that support pupils and families so that pupils can focus on learning and personal development while at school. Our strategies are grouped under four areas, and these four areas align with the principles of our curriculum:

- Quality first teaching
- Targeted academic support
- Wider strategies to support pupils and families
- Broadening opportunities

## Challenges

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

Challenge number	Detail of challenge
1	Achievement data shows the continuing need for precise identification of learning needs so disadvantaged pupils achieve better.
2	Internal data analysis shows that disadvantaged pupils can be attaining better in reading, writing and maths.
3	Number of referrals to safeguarding team, and increasing involvement of allied professionals, shows that the mental health of families under strain from effects of pandemic compounding other pressures on families

4	Research evidence shows that disadvantaged pupils can face additional non-school related barriers to success, e.g. financial barriers to engagement at school or adding to additional worries which can affect concentration at school (e.g. needing food, uniform).
5	Conversations with pupils indicate that disadvantaged pupils face additional barriers to experiencing broad and well-rounded experiences during childhood, e.g. opportunities for participating in organised sports and the arts, if these are not channelled into these activities.

## 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
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2027/28 show that 75% of disadvantaged pupils meet the expected standard
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2027/28 show that 75% of disadvantaged pupils meet the expected standard
Sustain and enhance maths attainment among disadvantaged pupils	KS2 maths outcomes in 2027/28 show that 85% of disadvantaged pupils meet the expected standard
Improved phonics attainment among disadvantaged pupils	Year 1 phonics outcomes in 2027/28 show that 81% of disadvantaged pupils meet the expected standard
Sustain and develop engagement and concentration at school among disadvantaged pupils	In 2027/28 we expect to see: Reduced number of safeguarding referrals for disadvantaged pupils  Improved scores on Boxall profile for pupils receiving additional counselling
Sustain high-level of involvement in sports and the arts	By 2027/28 we expect to see: Up-take of instrumental music tuition for disadvantaged pupils in KS2 is proportional to total number of pupils  Qualitative evidence shows pupils appreciate having music lessons and express enjoyment in learning an instrument  Up-take of extra-curricular sports and arts clubs for pupils is proportional to total number of pupils

	Qualitative evidence shows that pupils appreciate participating in sports, and wish to continue participating in organised sports
Improve attendance among disadvantaged pupils	<p>Sustained high attendance by 2024/25 shown by:</p> <p>Overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</p> <p>Percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular review and progress meetings utilising data tracking and additional support to close gaps in curriculum knowledge promptly.</p>	<p>Centre for Evaluation and Monitoring at Durham University has published <a href="#">recommendations</a> for using data to raise achievement</p> <p>The streamlining and automation of data analysis helps the school meet the recommendations of the <a href="#">DfE reducing workload toolkit</a>.</p>	1
<p>Continue subscription to Read Write Inc phonics scheme to further embed systematic synthetic phonics using DfE validated scheme</p>	<p>Phonics approaches have a strong <a href="#">evidence base</a> that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	2
<p>Embed developments in maths curriculum and teaching by:</p> <p>Continuing subscription to White Rose Maths Premium resources</p> <p>Retain subscription for Reading Plus to support targeted intervention for reading and to improve reading ages, reading speed and increase working memory</p> <p>Fund release time for teachers to work with subject leader to develop quality of explanations</p>	<p><a href="#">Ofsted research report</a> shows that a well-sequenced curriculum and used of the concrete-pictorial-abstract approach gives pupils more secure grasp of mathematical concepts.</p> <p>Research published by the Chartered College of Teaching indicates that explicitly teaching <a href="#">language for reasoning</a> can improve maths outcomes.</p>	2

Teaching assistants to provide support in class so pupils develop knowledge and	<a href="#">EEF guidance report</a> on making the best use of teaching assistants shows that collaboration between teaching assistants and teachers is an effective	2
independent learning habits  Fund additional time for teaching assistants to meet with class teachers to discuss learning needs of pupils and core concepts to be taught  Fund release time for teaching assistants to prepare resources	deployment of teaching assistants. The EEF guidance report also shows that teaching assistants need to be adequately prepared for their role when in the classroom.	

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

Budgeted cost: £19, 489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants provide additional intervention in phonics to support pupils word reading in KS1	<a href="#">Phonics</a> approaches have a strong evidence based in improving word reading  Teaching assistants use Read Write Inc resources for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	2
Teaching assistants provide additional small group intervention in KS2 to secure essential knowledge and skills in core subjects.  Monitoring and evaluation will be done through regular scrutiny of teaching assistants' intervention book.	Teaching assistants use internally quality-assured resources for intervention. <a href="#">EEF guidance report</a> on teaching assistants shows that structured intervention can be an effective deployment of teaching assistants.	2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ Parent Link Worker/Inclusion Mentor to work with pupils and families helping them manage barriers in life</p> <p>Parent Link Worker and Deputy Headteacher collaborate to improve attendance</p>	<p><a href="#">DfE research</a> shows a link between improved attendance and improved achievement at the end of KS2.</p> <p>Stress can have a <a href="#">negative impact</a> on pupils' memory. Pupils experiencing stressors at home may experience additional negative impact on memory.</p>	2, 3
<p>Employ a professional to provide additional counselling so pupils can better self-regulate their behaviour</p>	<p>Stress can have a <a href="#">negative impact</a> on pupils' memory. Pupils experiencing stressors at home may experience additional negative impact on memory.</p>	2, 3
<p>Purchase uniform for disadvantaged pupils so they feel treated as equal members of the school, leading to better involvement and attitudes to school</p>	<p>Research by the <a href="#">Joseph Rowntree Foundation</a> has shown that pupils in primary school are aware of how costs of attending school affect their family. This can affect their experiencing of quality of schooling they receive.</p>	4
<p>Subsidising extra-curricular clubs for disadvantaged pupils</p> <p>Provide music tuition, through Northamptonshire Music and Performing Arts Trust, for disadvantaged pupils in KS2.</p>	<p>Ofsted's School Inspection Update (<a href="#">January 2019</a>) states that disadvantaged pupils may not have as much access to cultural capital in schools.</p> <p>Research by the <a href="#">Joseph Rowntree Foundation</a> has shown that disadvantaged pupils often have less access to arts and other extra-curricular activities.</p> <p><a href="#">EEF Toolkit</a> shows that arts participation can increase academic achievement</p>	5
<p>Contingency fund for acute issues</p>	<p>Based on our experiences, we have identified the need for a small amount of money to be set aside for unexpected short-term issues.</p>	All

**Total budgeted cost: £89, 489**

## 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 2024 to 2025 academic year.

End of Key Stage 2 results showed an improvement in achievement of disadvantaged pupils:

- 45% of disadvantaged pupils reached the expected standard in Reading.
- 36% of disadvantaged pupils reached the expected standard in Writing.
- 45% of disadvantaged pupils reached the expected standard in Maths.
- 36% of disadvantaged pupils reached the expected standard in Reading, Writing and Maths combined.

Results for disadvantaged pupils reflects an historical lack of intervention following assessment and lack of focus on quality first and responsive teaching. Following a change in leadership in March 2024, significant focus has been placed on both of these areas as well as focus on reading and parental support and engagement to improve access to learning.

The core curriculum in maths and English has been reviewed and restructured to support embedding breadth of knowledge and understanding as well as ensure misconceptions and difficulty in accessing learning are routinely identified and addressed through targeted in-class support and wider small group interventions. Current monitoring and evaluation show that these approaches are having a positive impact on all students, including disadvantaged and students with SEND/SEMH.

All pupils in years Nursery to Year 2 have received free books to read at home. Reading books are routinely awarded as prizes for effort and good attendance. The school has invested in Reading Plus as an online platform to track reading progress and support accelerated progress in comprehension, breadth of vocabulary and proficiency. Students and families also have access to further online learning platforms to embed learning and reading at home. Parents and families are routinely invited in for coaching sessions on developing a love of reading and a culture of reading for learning – all platforms are modelled to parents to eliminate any barriers to access. Homework is focused on embedding core skills in arithmetic as well as developing fluency in reading. Students and families without access to technology are provided with chromebooks for loan at no

charge. Attendance clinics are focused on support and identification of barriers to learning.