

Pupil premium strategy statement – Queen Margaret Primary Academy



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	148
Proportion (%) of pupil premium eligible pupils	79 pupils 53.3%
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)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sara Bennion
Pupil premium lead	Sara Bennion
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£119,00

Part A: Pupil premium strategy plan

Statement of intent

At Queen Margaret Primary Academy we have high expectations and ambitions for all pupils in our care and believe that, with high quality teaching, a wide range of pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

To do this, we engage in a range of strategies to issue challenge at an appropriate level, provide support to overcome barriers to learning, including a focus on the emotional well-being for our pupils. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. All schemes used in the school have been chosen to fulfil this purpose with a focus on small step progression, a rich vocabulary, quality experiences, and a focus on choosing high quality texts. This enables all pupils to make progress, whatever their wider life experiences. Our curriculum is designed to provide both scaffold and challenge so there is no ceiling on learning. The priorities laid out in our curriculum, Academy Improvement Plan and Pupil Premium Strategy echo each other and lie at the heart of our provision.

We are heavily involved in the Holiday, Activity & Food Project, and we are a Restorative Practice School working closely with our parents, families and other agencies

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Key academic interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. We also know from our internal qualitative data that there has been an increased need for social and emotional support for our pupils following school closures due to COVID and other factors.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or that some children who do not receive funding are still disadvantaged

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Additional teaching and learning opportunities provided through trained Teaching Partners
- All our work through will be aimed at accelerating progress, moving children to at least age-related expectations and focusing on closing the gap between those that are not disadvantaged.
- Additional high quality learning support.
- Support payments for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.
- Family Support work - we will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- We will aim for disadvantaged pupils to increase their attendance at school, and thus enabling them to experience the full learning experience at Queen Margaret Primary Academy.

We support all pupils by providing high quality teaching, supplemented by interventions to support PP learners as and when required. The school's leadership team and the Academy Council monitor the impact of spending of the Pupil Premium and interventions.

Challenges

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

Challenge number	Detail of challenge
1.	Well-being: Our assessments, observations and discussions with pupils and families demonstrate that the well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Pupils have increased SEMH needs which is impacting their learning outcomes.
2.	Attainment of key subject areas: On average, disadvantaged pupils' attainment is lower and progress is slower than non-disadvantaged pupils. Overall, disadvantaged pupils have knowledge gaps and find it difficult to retain or recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of disadvantaged pupils. We are still grappling with the gaps that this has left alongside the encouragement of attitude towards learning. Where pupils do not pass the phonics screening test or had a borderline pass, this is a significant barrier to achieving age-related expectations in writing, with particular implications for spelling in KS1 and KS2
3.	Adverse Childhood Experiences: Learners experiencing disadvantage are more likely to have experienced a higher number of adverse childhood experiences and this can result in low self-esteem, low emotional resilience, disengagement with learning and poor behaviour choices.
4.	Financial: We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children
5.	Language & Oracy development: We know that many of our children have underdeveloped oral language and language skills. This is evident from EYFS through to KS2. Language and oracy development supports access to and enhancement of the curriculum through understanding,

	communication and social interaction with peers and adults. We recognise that pupils with language development deficit require additional support and have considered how this can be balanced to ensure qualified teachers are able to support all children.
6.	Reading: we know that limited reading takes place at home and our children have lower levels of reading progress/attainment. Not being a fluent reader can impact significantly on pupil progress within the English curriculum as well as the wider curriculum. Supporting children to access reading opportunities across the day and across the curriculum will ensure they are able to access the full curriculum offer.
7.	Enrichment: We know that many of our children have a narrow range of educational and enrichment experiences beyond school. Cultural and educational enrichment experiences strengthen curriculum understanding of key concepts
8.	Support services for parents: the academy is in an area of high deprivation and parents face increasingly challenging situations prior to but particularly since the pandemic. The academy provides support and guidance to parents through our Family Support Worker

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
Learners who experience disadvantage will receive purposeful and targeted support alongside quality first teaching to raise attainment in reading, writing and maths.	Children will achieve as well nationally in comparison to their peers.
Pupils use their oracy skills to engage with learning across the curriculum and are able to articulate their learning in a range of situations	Pupil voice, parent voice, teaching and learning monitoring will demonstrate positive improvements in the development of oracy and language development.
Pupils and families demonstrate they value the education their children receive and know that good attendance makes a difference to outcomes.	Attendance for PP pupils is in line (or better than) with peers at 96+%.
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.
Learners who experience disadvantage will have accelerated progress to raise attainment, most notably in reading, writing and maths	Children will achieve as well their peers nationally in comparison to their non-PP peers at KS2, Year 1 phonics, Year 4 MTC
The 8 challenges identified above are supported.	Children are ready to learn and able to access considerate school experiences.
Pupils' are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.	Pupils' needs are identified and targeted provision is delivered effectively. Pupils have a range of strategies to support well-being alongside strategies to support learning. Pupils' learning behaviours and focus are improved.

	<p>Children are being supported by Young Minds Matters where applicable</p> <p>A range of therapeutic interventions are widened (Equine Therapy/ TheraBuild/ELSA)</p>
<p>Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.</p>	<p>All pupils entitled to PP will maintain positive attitudes to reading and develop pleasure in reading unless restricted by a SEN. PP learners will make expected progress in reading and will achieve in line with or above ARE.</p>

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: £ 90,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.</p>	<p>The Sutton Trust report ‘Improving the impact of teachers on pupil achievement in the UK’</p> <p>https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners. The EEF publication, ‘Using your Pupil Premium Effectively’ enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	3,6,2
<p>Establish and consolidate a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Queen Margaret Primary Academy Reading Spine – core books that all children will read during 	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don’t own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> • Systematic synthetic phonics <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effectcomes-reading-instruction/</p>	2,6

their time with us Teaching of reading is a daily focus		
Targeted professional development of teaching and support staff (within QMPA and CLF more broadly).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,3,5,6,8
Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.	<ul style="list-style-type: none"> • Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) • The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) • Why children don't like school (Daniel T. Willingham) • Making Kids Cleverer: A manifesto for closing the advantage gap (Didau 2019) 	3,5,6,8

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

Budgeted cost: £ 26,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Oracy development: To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition.</p> <ul style="list-style-type: none"> • Improve oracy levels through embedding Voice 21 and WFA strategies to develop grammar and articulation. • Use Oracy Framework tool (key components of communication – linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring processes 	<p>Voice 21 “Speaking is a huge priority. It’s one of the biggest indicators of success later in life. It’s important in terms of their employability as they get older. It’s important in terms of wellbeing. If children aren’t able to express themselves and communicate how they’re feeling, they’re not going to be able to be successful members of society.” Amy Gaunt, Voice 21 https://voice21.org/</p>	5, 6, 2

<p>Attendance To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1,3,8</p>
<p>Family Support Worker: Family Support worker employed to support with the following: - Providing support for families who may not be able to engage with education independently - Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support - Championing families and their children within the inclusion team</p>	<p>“Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood.” (p.81) Narrowing the attainment gap: Daniel Sobel (2018)</p> <ul style="list-style-type: none"> • Evidence indicates that pupils at HVA have parents who present higher proportion of the following compared to their peers: • Not free of parental mental health issues • Not free of a culture of worklessness • Not experiencing a healthy diet • Not experiencing regular sleep 	<p>1,4,3,5,8,</p>
<p>Sporting opportunities for PP children are given priority for selection at extra-curricular clubs</p>	<p>The 2014 Youth Sport Trust National PE, School Sport and Physical Activity Survey found that 70% of schools feel sport makes a positive contribution to behaviour and truancy.</p> <ul style="list-style-type: none"> • https://www.wgu.edu/heyteach/article/exercise-and-brain-howfitnessimpactslearning1801.html 	<p>1,7</p>
<p>Financial support for school enrichment opportunities is accessible to all children through: Subsidised class visits and visitors to enrich curriculum, including Y6 residential discount.</p>	<p>Educational Education Fund Research: + 4 months (Outdoor adventurous learning).</p> <ul style="list-style-type: none"> • There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4months. • According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health. • Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays’. • The working class: Poverty, Education and Alternative Voices – Ian Gilbert The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing. 	<p>4</p>

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

Budgeted cost: £ 2,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and mental health support provided for pupils who are vulnerable Inspire plus Life Ed van Ed Psychology, Stablemates	EEF teaching & Learning Toolkit Social and Emotional learning Self-manage emotions and focus on improving social interaction between pupils EEF : Social and Emotional learning +4 months	1,3,8

Total budgeted cost: £ 119,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

- **Yearly attendance:**

- **Persistent Absence:**

EYFS Good Level of Development/GLD 78%

- 78% - 7 out of 8 children in the cohort

Year 1 phonics screening check

- 60% - 6 of 10 children in the cohort

Year 4 Multiplication Tables Check

- Average PP: 20.9 average mark

Year 6 / Key Stage 2

- Reading: 34% - 5 of 15 children meeting expected standards

- Writing: 40% - 6 of 15 children meeting expected standards

- Maths: 27% - 4 of 15 children meeting expected standards

- Reading, Writing and Maths Combined at expected standards: 30% - 3 of 15 children

Pupil Premium Strategy Outcomes Review :

Intended Outcome	Outcomes
<p>Writing: Ensure that all relevant staff have sufficient training to ensure that the English expectations are effectively embedded in practice so that all pupils receive high quality teaching – support provided by an external Talk 4 Writing coach</p>	<p>New teachers to attend Talk for writing training at local Talk for Writing Training School. Talk for Writing Review to be held in December 2022 and next steps to be identified. New Teachers have attended further training. Writing is on SIP 2023/34. Focus on writing for staff meetings in Terms 1 and 2 2023/24 As we have moved into the CLF Trust we have reviewed further quality PD on writing. We continue to send new Teachers on T4W training. Writing outcomes are improving over time.</p>
<p>Additional Sounds-Write phonics sessions targeted at PP pupils who require further phonics support.</p>	<p>Early Reading lead is overseeing interventions being undertaken. Phonics Tracker is being used to identify phonics code that is not known. Reading is a focus on SIP 2023/24. Changes in provision for Y1 from September – additional lesson planned due to current data After joining CLF we have explored the use of Unlocking Letters and Sounds and will change to this in September 2024</p>
<p>Additional teacher employed to provide quality first teaching for Y2 pupils ensuring that they receive targeted academic support.</p>	<p>This was in place for January until July 2022 and did have some impact on the class but this was not significant. SLT will need to re-evaluate and explore small group interventions for Year 3 once they are settled</p>
<p>Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing. Mastery Maths as well as enhancing teachers knowledge and understanding through the ECT and NPQ courses.</p>	<p>All staff (additional staff) have been trained in SoundsWrite phonics Teachers have accessed further Mastery training Reading comprehension strategies Teacher is attending Reading teachers /Reading Pupils sessions 1 teacher attending English Hub Reading training As above</p>
<p>Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund release time for maths Leaders and class teachers to attend GLOW Maths Mastery</p>	<p>School remain part of the GLOWMaths sustain group. Teachers to access individual training. Mastering Number has been implemented into KS2 from September 2023 (Year 4 and 5)</p>

	<p>HT has attended training.</p> <p>Mastering Maths has been more successful in Y4. Is used well in KS1.</p>
<p>Enhancement of our phonics teaching and curriculum planning in line with DfE and EEF guidance. We will fund release time for Reading Leaders and class teachers to attend Phonics Development</p>	<p>Phonics development days have been attended through the Mangotsfield hub.</p> <p>Reading lead is attending a course through the English hub</p> <p>School are not directly working with English Hub from September 2022. Release time for TSI work with CLF from December 2022 will have some focus on reading development.</p> <p>Phonics continues to be high on the school agenda (part of the SIP).</p> <p>Reading Review to be undertaken in December 2023</p> <p>After joining CLF in February 2024 we have explored using Unlocking Letters and Sounds and have decided to use this from September 2024.</p>
<p>To work reactively with families and provide bespoke support. FSW to provide effective support to families in need so that they are well supported and there is evidence of impact in improving engagement/outcomes (inc. management of early help referrals etc) & that parental partnership opportunities are being developed.</p>	<p>Following the resignation of our school FSW we needed to advertise several time until we were able to appoint. New Pastoral Support Worker in place from November 2022.</p> <p>School has also become a member of the Trailblazers /Young Minds matter programme which directly works with children and families (November 2022)</p> <p>SLT and PSW are working closely with families – Early help referrals are being made/ My Assessment numbers have increased – SENDCo leading this.</p> <p>FSW left in May 2024 which has significantly impacted on families and the input we have been able to achieve.</p>
<p>Phonics intervention groups across school. Small group support</p>	<p>Early Reading lead is overseeing interventions being undertaken. Phonics Tracker is being used to identify phonics code that is not known.</p> <p>Teaching and learning Conversations have identified children to be a focus. Year 1 have made adaptations to teaching – 2x lessons per day to support phonic knowledge development.</p> <p>This continues to be impactful</p>
<p>Social, Emotional and mental health support provided for pupils who are vulnerable Inspire plus Life Ed van Ed Psychology</p>	<p>Children have attended the Life Ed van have gained valuable information regarding keeping themselves healthy and safe.</p> <p>School has also become a member of the Trailblazers /Young Minds matter programme which directly works with children and families (November 2022)</p> <p>Meeting with YMM identifies children who are in need of support – referrals are then made.</p> <p>Referrals have been successful in supporting individual children. YMM sessions are also used for whole class emotions work with Y5 which has been impactful.</p>

<p>Pastoral support worker to implement strategies to improve attendance, including parental support</p>	<p>Following the resignation of our school FSW we needed to advertise several times until we were able to appoint. New Pastoral Support Worker in place from November 2022.</p>
<p>The Family Support Worker /Trained Teaching Partner will run ELSA interventions to support pupils with their SEMH needs.</p>	<p>ELSA sessions are running consistent interventions and are supporting children with their emotional literacy.</p> <p>ELSA is also having reflective supervision to continue to develop their practice.</p> <p>ELSA has become part of our offer for interventions – weekly sessions are provided.</p> <p>Therapeutic interventions have developed across our offer (Equine Therapy/ ELSA/ TheraBuild)</p> <p>ELSA sessions have supported both small groups and individual children. ELSA left in May 2024 and so therefore we will need to train the following FSW in this</p>
<p>To enhance pupils' cultural capital by providing a breadth of experiences Ensure the curriculum is balanced and carefully sequenced, and the topic curriculum allows opportunities for cultural development. Ensure all disadvantaged children have the opportunity to partake in a subsidised experience in KS1 and KS2. Experience days/ trips linked to curriculum and enhancing learning. NowPressPlay subscription- to bring experiences to the pupils Trips – year groups to plan real experience for pupils. Support funding of residential for Y6 pupils and supplies if needed for their activities</p>	<p>Children are beginning to experience more visits and trips now that Covid is not an issue. Due to the cost this will need to be continually subsidised.</p> <p>As above</p>

