



QUEEN
MARGARET
PRIMARY SCHOOL

Queen Margaret Primary School

Pupil Premium Strategy Statement 2021 – 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Any amendments or reviews for December 2022 are in **Blue**

School overview

Detail	Data
School name	Queen Margaret Primary School
Number of pupils in school	169 (Nov 21) 174 (November 22)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/24
Date this statement was published	December 2021 / Reviewed November 2022 Reviewed November 2023
Date on which it will be reviewed	April 2022/ July 2022 / November 2022/ July 2023 November 2023
Statement authorised by	Sara Bennion /SLT
Pupil premium lead	Sara Bennion
Governor / Trustee lead	Kelly Nock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 120,080
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	£120,080

Part A: Pupil premium strategy plan

Statement of intent

At Queen Margaret Primary School we have high expectations and ambitions for all pupils in our care and believe that, with high quality teaching, 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.

In order 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 and quality experiences, including carefully chosen 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, school development 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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key academic interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or recovery curriculum funding. 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. We have increased our range of interventions to include ELSA and play therapy.

Our ultimate 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.

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 the pupil premium 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 payment for activities, educational visits and residential. 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 School.

We support all pupils by providing high quality teaching, supplemented by interventions to support PP learners as and when required. The schools leadership team and the governing body monitor the impact of spending of the Pupil Premium and interventions. Overcoming barriers to learning is at the heart of our pupil premium grant; we understand that needs and costs differ depending on the barriers to learning being addresses so as such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	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.
2.	Adverse Childhood Experiences children experiencing disadvantage have a higher chance of exposure to an adverse childhood experience. Developmental social and emotional well-being impacts adversely on readiness to learn. Key pupils/year groups within the academy demonstrate poor choices in behaviour and require specialist support and provision to support improvements in attainment.
3.	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. This continues to be a barrier and challenges going forward.
4.	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have underdeveloped vocabulary and oral skills. This has a direct impact on all areas of the curriculum
5.	Pupils often have limited life experiences and a lack of exposure to a wide range of vocabulary.
6.	Low attendance for a number of pupils is impacting on their learning outcomes.
7.	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.

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
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. (November 2023 – change in wording)

<p>Disadvantaged pupils make at least expected progress from their individual starting points in phonics and build secure strategies for spelling, reducing barriers to attainment in Writing</p>	<p>Pupils will have a secure understanding of phonics in Year 1, as evidenced in phonics screening test and Sounds –Write outcomes.</p> <p>Pupils have regular opportunities to practise phonics in targeted Sounds-Write groups with high-quality teaching through interventions where appropriate . phonics Tracker to show that adaptations are being made to teaching following analysis.</p> <p>Spelling is delivered across the school with high-quality teaching. Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p>
<p>Attainment of disadvantaged children to be in line with non-disadvantaged children across the curriculum.</p>	<p>Pupils will read fluently and apply a range of comprehension skills e.g. VIPERS for the development of understanding.</p> <p>Pupils will have high-quality texts that support specific needs, including dyslexic tendencies, to improve their reading outcomes.</p> <p>Pupils will close gaps in mathematical learning and apply their skills from ‘do it’ to reasoning questions.</p> <p>Pupils will use a variety of vocabulary in grammatically correct sentences with accurate spelling.</p> <p>Pupils will apply their core skills to support their attainment in foundation subjects.</p>
<p>Improved reading attainment among disadvantaged pupils</p>	<p>KS2 reading outcomes in 2023/24 show that the % of disadvantaged pupils is at least in line with NA</p> <p>The % of PP pupils achieving GLD in Literacy is at least in line with all other areas.</p> <p>KS1 and KS2 reading outcomes show that the difference is diminishing between the attainment and progress of PP pupils and their non PP peers</p>
<p>Pupils make at least expected progress in reading, writing and maths.</p> <p>Progress in Reading</p> <p>Progress in Writing</p> <p>Progress in Mathematics</p>	<p>Gap will close in progress made between PP and non PP</p> <p>Achieve national average progress scores in KS2 Reading</p> <p>Achieve national average progress scores in KS2 Writing</p> <p>Achieve national average progress scores in KS2 Maths</p>
<p>Improved maths attainment for PP pupils at the end of KS2.</p>	<p>The % of PP pupils achieving EYFS GLD in Number is at least in line with all other areas.</p> <p>KS1 and KS2 maths outcomes show that the difference is diminishing between the attainment and progress of PP pupils and their non PP peers.</p>
<p>Pupils’ are enabled to build resilience, emotional stability and self-esteem in order to reduce barriers to learning.</p>	<p>Pupils’ needs are identified and targeted provision is delivered effectively.</p> <p>Pupils have a range of strategies to support well-being alongside strategies to support learning.</p> <p>Pupils’ learning behaviours and focus are improved.</p> <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>

Pupils who have limited wider life experiences will experience an enriched curriculum and access wider school provision.	<p>Pupils will have access to and attend sports clubs implemented by PE specialists.</p> <p>Pupils will be able to access wider school provision irrespective of resources or other barriers at home. Pupils will have access to and take part in a range of wider school experiences, including trips.</p>
Pupils' attendance will be in line with the national average and targeted pupils' attendance improves.	<p>Barriers in attendance are identified and support strategies are in place.</p> <p>All pupil premium families, where attendance is an issue, will have support from our Pastoral Support Worker/Attendance Officer.</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: £ 76,275

Activity	Evidence that supports this approach	Challenge number(s) addressed	<p>Review updates December 2022</p> <p>Review updates November 2023</p> <p>Review updates July 2024</p>
<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>EEF Improving literacy in KS1 and KS2 (EEF T&L toolkit: Phonics +4) (The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending).</p>	<p>2</p> <p>3</p>	<p>New teachers to attend Talk for writing training at local Talk for Writing Training School.</p> <p>Talk for Writing Review to be held in December 2022 and next steps to be identified.</p> <p>New Teachers have attended further training. Writing is on SIP 2023/34.</p> <p>Focus on writing for staff meetings in Terms 1 and 2 2023/24</p> <p>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>

Additional Sounds-Write phonics sessions targeted at PP pupils who require further phonics support.	EEF Teaching Toolkit Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from PP backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Teaching Toolkit Phonics +5 months	1	<p>Early Reading lead is overseeing interventions being undertaken. Phonics Tracker is being used to identify phonics code that is not known.</p> <p>Reading is a focus on SIP 2023/24. Changes in provision for Y1 from September – additional lesson planned due to current data</p> <p>After joining CLF we have explored the use of Unlocking Letters and Sounds and will change to this in September 2024</p>
Additional teacher employed to provide quality first teaching for Y2 pupils ensuring that they receive targeted academic support.	EEF Teaching and Learning Toolkit Feedback is given to the learners about their performance relative to learning goals or outcomes. It should aim to make improvement in student’s learning. EEF: Assessment and feedback +6 months Reducing class size +2 months Small Group Tuition +4 months	2 3	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
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>Evidence from Education Endowment Foundation, ‘Teaching and Learning Toolkit’:</p> <ul style="list-style-type: none"> · Mastery Learning (+ 5 Months) · Phonics (+5 months) · Reading Comprehension Strategies (+5 months) Guidance Reports: · Preparing for Literacy · Improving Literacy in KS1 · Improving Literacy in KS2 · Improving Mathematics in the Early Years and KS1 · Improving Mathematics in the KS2 and KS3 Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: · Early Numeracy Approaches =+6 months · Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months 	1	<p>All staff (additional staff) have been trained in SoundsWrite phonics</p> <p>Teachers have accessed further Mastery training</p> <p>Reading comprehension strategies</p> <p>Teacher is attending Reading teachers /Reading Pupils sessions</p> <p>1 teacher attending English Hub Reading training</p> <p>As above</p>
Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund	EEF Mathematics Guidance Reports: Improving Mathematics in the Early Years and Key Stage 1. Improving Mathematics in the Early Years and Key Stages 2 and 3. Evidence from Education Endowment	3	School remain part of the GLOWMaths sustain group. Teachers to access individual training.

release time for maths Leaders and class teachers to attend GLOW Maths Mastery	Foundation, 'Early Years Toolkit': • Early Numeracy Approaches =+6 months Nuffield Foundation – Key ideas in teaching mathematics		Mastering Number has been implemented into KS2 from September 2023 (Year 4 and 5) HT has attended training. Mastering Maths has been more successful in Y4. Is used well in KS1 .
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 Days through the Mangotsfield English Hub	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': · Mastery Learning (+ 5 Months) · Phonics (+5 months) · Reading Comprehension Strategies (+5 months) Guidance Reports: · Preparing for Literacy · Improving Literacy in KS1 · Improving Literacy in KS2	1	Phonics development days have been attended through the Mangotsfield hub. Reading lead is attending a course through the English hub 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. Phonics continues to be high on the school agenda (part of the SIP). Reading Review to be undertaken in December 2023 After joining CF in February 2024 we have explored using Unlocking Letters and Sounds and have decided to use this from September 2024.

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

Budgeted cost: £ 32,661

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review updates December 2022 Review updates November 2023 July 2024 Review
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<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>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit' Parental engagement +3) Working with other professionals to ensure all pupils are supported and safe. (KCSIE 21 emphasis on the importance of multiagency working)</p>	<p>6</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>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Phonics +4 Precision teaching</p> <p>Proven success in supporting small groups/ 1-1 phonics progress</p>	<p>1</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>Teacher appointed to work within Year 2 cohort to allow Year 2 cohort to be taught as two small classes during the morning sessions</p>	<p>Including on costs. EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 2 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive</p>	<p>2 3</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>

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

Budgeted cost: £ 11,144

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review updates December 2022 Review November 2023 Review July 2024
Social, Emotional and mental health support provided for pupils who are vulnerable Inspire plus Life Ed van Ed Psychology	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	6	Children have attended the Life Ed van have gained valuable information regarding keeping themselves healthy and safe. School has also become a member of the Trailblazers /Young Minds matter programme which directly works with children and families (November 2022) Meeting with YMM identifies children who are in need of support – referrals are then made. Referrals have been successful in supporting individual children. YMM sessions are also used for whole class emotions work with Y5 which has ben impactful.
Pastoral support worker to implement strategies to improve attendance, including parental support	Awaiting EEF evidence for the impact of attendance interventions	5	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.
The Family Support Worker /Trained Teaching Partner will run ELSA interventions to support pupils with their SEMH needs.	EEF social and emotional learning – moderate impact for low cost: +4 months impact. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	6	ELSA sessions are running consistent interventions and are supporting children with their emotional literacy. ELSA is also having reflective supervision to continue to develop their practice. ELSA has become part of our offer for interventions

			<p>– 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>EEF teaching & Learning Toolkit: Outdoor adventure learning +4) Allow pupils to participate in visits, both virtually and in school, which build on skills and knowledge from topic lessons. Provide enrichment opportunities for disadvantaged pupils through subsidised places in extracurricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents. Have themed curriculum days to deepen children's understanding of specific topic areas.</p>	4	<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. As above</p>

Total budgeted cost: £ 120,080

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 2020 to 2021 academic year.

Covid-19 impact: As evidenced in schools across the country, school closure was most detrimental to our PP pupils, and they were not all able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended due to non-attendance. The impact was mitigated by our resolution to maintain a high quality blended curriculum and close communication between teachers, parents and pupils during the periods of partial closure. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were also impacted last year and addressing this need became a major focus of school staff.

See reviewed 3 year document

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds Write Phonics	Sounds -Write

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	