

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queens Park primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	01.10.2025
Date on which it will be reviewed	01.10.2028
Statement authorised by	Claire Cornthwaite
Pupil premium lead	Emma Gale
Governor / Trustee lead	Claire Cornthwaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,060
Recovery premium funding allocation this academic year	£0
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	£218,060

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Park Primary School, we are determined to ensure that our disadvantaged pupils' attainment and progress exceeds national average scores. It is the responsibility of all staff to strive to overcome the impact of socio-economic disadvantage on pupil learning and achievement and improve the outcomes of our pupils. This strategy has been developed through robust assessment of need, and its implementation is monitored carefully.

We focus on high-quality teaching and learning in all areas and use structured interventions to supplement this where necessary. We make excellent use of ongoing diagnostic assessment to ensure we are challenging the relevant barriers to learning and responding to **our** pupils' needs.

We pride ourselves on using evidence-informed approaches across the school with this strategy central to school improvement priorities. Relevant evidence and research is made available to all staff and we, as senior leaders, ensure there is interconnectivity between school strategy documents.

Distributed leadership ensures that leaders at all levels drive the standards and practices detailed throughout the strategy and there is a collective understanding and responsibility.

The pupil premium strategy is central to the work of subject leaders in designing, implementing and evaluating their curriculum areas across the school. It is this strategy that ensures our curriculum is coherent, purposeful and provides the skills, knowledge, opportunities and aspiration necessary for our pupils to become successful learners and fulfilled citizens suitably equipped for the future.

The strategy hinges on:

- A shared ethos – all staff are responsible for challenging barriers for our pupils and previous attainment is not an anchor for future attainment - *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020)
- Positive relationships with pupils and the wider school community
- High-quality teaching for all
- Access to effective, early intervention
- Development of literacy skills – with a strong focus on communication
- Incorporation of quality experiences and broadening horizons
- Supporting pupil and family wellbeing

- Accurate impact evaluation - *Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.* (Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	Language Acquisition Our assessments and observations indicate that many children have speech and language needs with underdeveloped vocabulary especially upon entry to school.
2	Attainment Gap Internal and externally published data shows a progress and attainment gap between pupil groups, and at a national level in reading, writing and maths. Writing has been highlighted as the greatest challenge within internal data and maths at end of KS2 data.
3	Absence Attendance and punctuality rates are below national figures and are of concern with absence and persistent absence above local and national figures.
4	Wellbeing Teacher referrals, safeguarding referrals and welfare checks have significantly increased in 2024/2025 indicating a need to provide further access to Family and SEMH support both externally and within school.
5	Emotional/Self Regulation CPOMS/Arbor and staff observations show that maintaining positive behaviour and positive relationships is challenging for some children and can provide further challenge for progress and attainment.

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
1	Pupils show high levels of oracy skills	Pupils communicate effectively in varied situations and settings and have the background knowledge required to access age related reading material.

2	Improved reading attainment, engagement and love of reading	Pupils' outcomes in phonics and reading will be, at least, in line with National attainment with a diminished gap between pupil groups
3	To improve and sustain consistently high levels of attendance for all pupils	Pupils' attendance will be, at least, in line with National figures with a diminished gap between pupil groups
4	To improve and sustain high levels of wellbeing for all pupils	To effectively use referrals to enable effective support both in school and externally - Data to be collated
5	For all children to be able to self-regulate and maintain positive relationships	To see a reduction in behaviour incidents in school and an increase in children reporting a strong sense of belonging.

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: £ 109,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
A leadership focus on high expectations and high quality teaching for all children	<p>Research shows us that high quality teaching is the most important lever to improve outcomes for children</p> <p><i>A belief that all can succeed is fundamental to the success of the pupil premium strategy</i> (Blatchford, 2020)</p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils</i> (EEF 2020)</p> <p><i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality</i> (Blatchford, 2020)</p> <p>Leaders at all levels drive the pupil premium strategy. One person cannot own the pupil premium strategy, it is a community effort to improve outcomes for these children (Rowland, 2021)</p>	1,2,3,4,5
Embedding of personalised SSP and development of reading fluency and comprehension.	<p>Phonics is the only route to decoding. It is essential that there is early identification of pupils who are at risk of falling behind and immediate intervention provided.</p> <p>Consistency across the school is necessary to ensure pupils learn to read quickly. All pupils must complete the phonics programme.</p> <p><i>Reading is the gateway to future learning and pupils' reading attainment has been below national averages</i></p> <p>Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021)</p>	1, 2

	<p>Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021).</p> <p>Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).</p>	
Development of language acquisition through explicit teaching of vocabulary	<p>Diagnostic assessment has shown that language acquisition is a priority for pupils.</p> <p><i>"At least 40% of pupils lack the vocabulary to access their learning."</i> (Voice 21)</p> <p><i>'Schools should follow strategies that address the impact of socioeconomic disadvantage on learning in the long term. These include limited vocabulary, underdeveloped oral language.'</i> Rowland, 2021</p>	1,2,4,5
Development of language acquisition through first-hand experience	<p><i>'The presumption of language can leave pupils isolated in the classroom'</i> (Rowland, 2021)</p> <p><i>'Language is key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers.'</i> (Rowland, 2021)</p>	1,2,3,4,5
Development of effective feedback for learning and self-regulation	<p><i>high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i></p> <p><i>Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,4,5
CPD through weekly learning walks, coaching, instructional coaching, distributed	<p><i>If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.'</i> (Blatchford, 2020)</p>	1,2,3,4,5

<p>leadership, collaboration, NPQ programme, LA support, TTSA pathways, regular and targeted professional development meetings:</p> <p>High expectations for all</p> <p>Phonics</p> <p>Fluency in reading</p> <p>Reading comprehension</p> <p>Effective use of diagnostic assessment</p> <p>Effective ECT programme of support</p> <p>Effective induction programme</p> <p>Retrieval Practice</p> <p>Use of PLC</p> <p>High Quality Teaching</p> <p>Effective feedback for learning</p>	<p><i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy</i> (Blatchford, 2020, EEF, 2020)</p> <p>The Ebbinghaus forgetting curve shows how retention decreases over time. With retrieval practice, he showed that the less we forget and the slower the forgetting.</p> <p>Roediger and Karpicke (2006) found that retrieval and low stakes testing is better in terms of long term memory.</p> <p><i>'Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance,'</i> Agarwal et al. 2020</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning</p> <p><i>Pushes to improve behaviour should be school wide.'</i> (Sobel, 2018)</p>	
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Consistent application of the Just Right Programme		
Implementation of an effective recruitment and retention programme alongside the strategic allocation of staff	<p><i>'Getting the right teachers matched to the right classes is vital.'</i> (Sobel, 2018)</p> <p>High turnover of staff has a detrimental impact on learners' enjoyment and achievement.</p>	1,2,3,4,5
Forensic use of assessment as, for and of learning and development	<p><i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress (EEF, 2020)</i></p>	1,2,3,4,5
<p>Implement an internal cover provision for staff absence</p> <p>2025 – 2026 (YR, 1, 2)</p>	<p>disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils' wellbeing and learning.</p> <p><i>'Every interaction matters.'</i> (Rowland, 2021)</p> <p><i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge (Rowland, 2021)</i></p>	1,2,3,4,5
<p>Provide access to high quality CPD for staff through ECT, NPQ programmes, TTSA Network, feedback cycles and development of effective PLCs</p>	<p><i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy (Blatchford, 2020, EEF, 2020)</i></p>	1,2,3,4,5

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

Budgeted cost: £ 54,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching (pre-learning) and Same Day Intervention (overlearning)	<i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met (EEF, 2020)</i>	1,2
Additional Phonics/Reading Intervention	Keep up not catch-up mantra across the school. Reading is the gateway to the rest of the curriculum.	1 , 2
Reading Fluency Intervention	Use of Hertfordshire Grid for Learning fluency intervention for identified pupils	1, 2

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

Budgeted cost: £ 54,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ATTEND materials to identify barriers	<i>'The most effective interventions will understand and address all of the underlying reasons for low attendance and will build committed, trusting relationships between families and schools. Intervening by building a</i>	3

to high attendance rates	support network around the education setting and family has been found to be the most effective way to ensure longer-term success.' (Dr Adele Tobias Educational Psychologist Brighton & Hove City Council)	
Developing use of Learning Mentors' time to include structured support programmes such as SibTalk.	<p>'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.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4, 5
Targeted use of breakfast and after school club	<p>'The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:</p> <p>Improved pupil behaviour (94 per cent).</p> <p>Healthier eating habits among pupils (95 per cent).</p> <p>Readiness to learn (99 per cent).</p> <p>Concentration in class (99 per cent).</p> <p>Educational attainment (94 per cent).</p> <p>Better social skills (93 per cent).</p> <p>Better parental engagement (79 per cent).'</p> <p>https://www.sec-ed.co.uk/news/breakfast-clubs-schools-report-impact-on-behaviour-concentration-and-social-skills-national-school-breakfast-programme-food-family-action/#:~:text=The%20evaluation%20(2021)%20finds%20that,learn%20(99%20per%20cent).</p>	1,2, 3, 4, 5
Build upon positive relationships	<p>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.' (Rowland, 2021)</p> <p>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from disadvantaged backgrounds (Rowland, 2021)</p>	1,2,3,4, 5

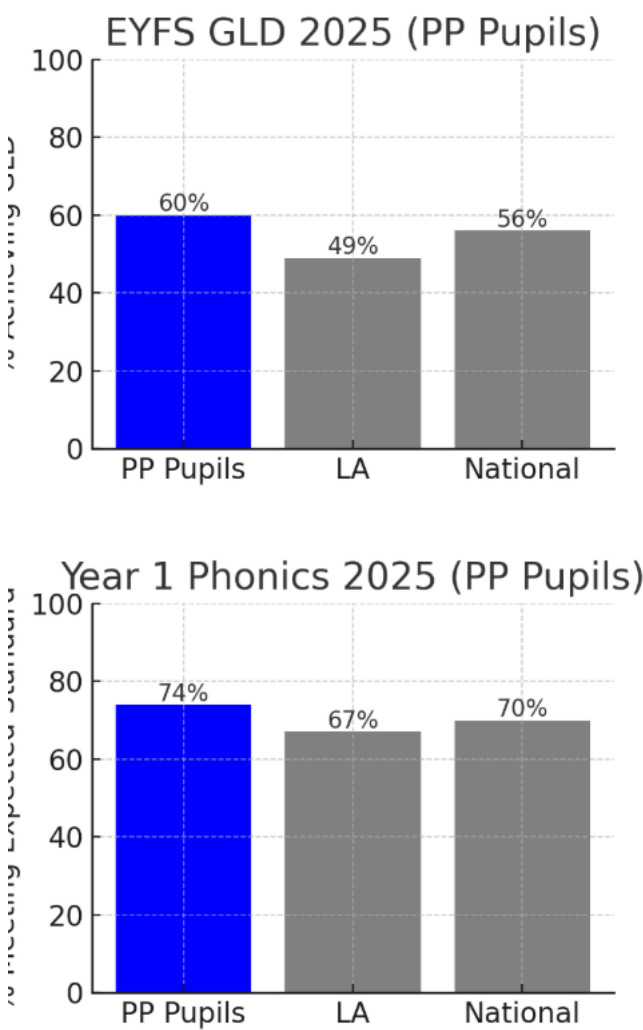
Total budgeted cost: £ 202,210.00

Part B: Review of outcomes in the previous academic year

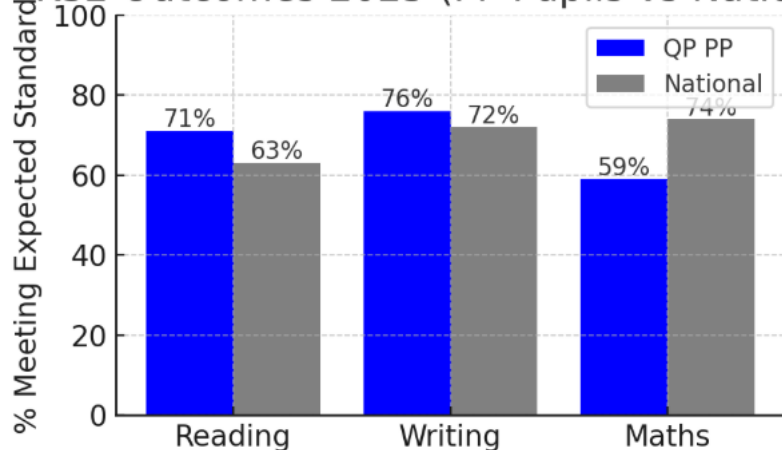
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

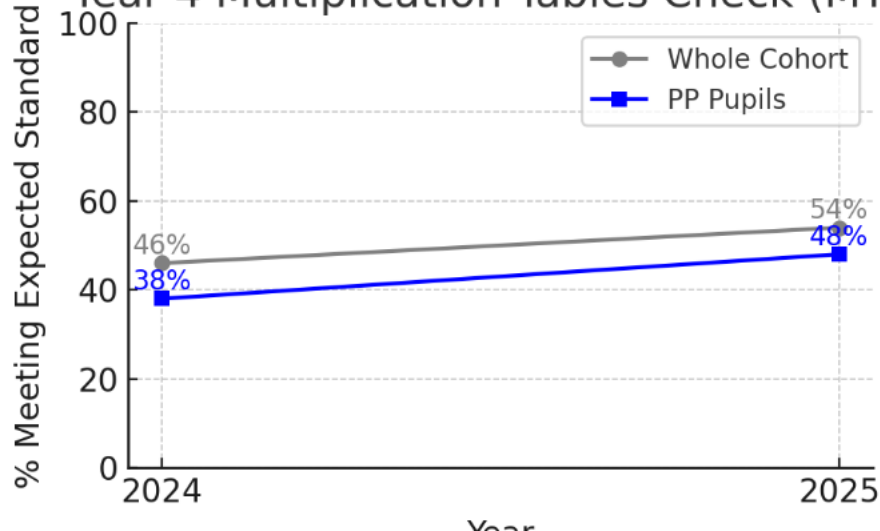
This summary highlights the impact of Pupil Premium funding and strategy across EYFS, Phonics, KS2 and MTC. Outcomes for disadvantaged pupils are consistently above local and, in key areas, above national averages.



KS2 Outcomes 2025 (PP Pupils vs National)



Year 4 Multiplication Tables Check (MTC)



Key Highlights

- EYFS: PP pupils 60% GLD – above LA (49%) and national (56%)
- Phonics: PP pupils 74% – above LA (67%) and national (70%), +21% improvement on 2024
- KS2: PP Reading 71%, Writing 76%, Maths 59% – Reading/Writing above national averages
- MTC (Year 4): PP pupils 48% – +10% improvement on 2024, evidencing strong progress in fluency
- Gaps between PP and non-PP narrowing rapidly; in Reading and Writing PP outperform peers
- Evidence of sustained upward trajectory with 2026 predictions securely above national in all areas

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
Twinkl Phonics	Twinkl
Times Tables Rock Stars	TTRS

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.