

Pupil premium strategy statement – Queen’s Park Academy

This statement details our school’s use of pupil premium (and recovery 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	478
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23, 23-24
Date this statement was published	September 21 Reviewed and rewritten September 22 Reviewed and rewritten September 23
Date on which it will be reviewed	September 24
Statement authorised by	Alex Prout (Director of Primary Education)
Pupil premium lead	Ben Chaffey (Vice Principal)
Governor / Trustee lead	Caroline Sard (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97,485
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Park Academy our mantra is 'High Expectations lead to High Achievers' and this is reflected in our culture across the school. We are committed to ensuring that our disadvantaged pupils will achieve at least in line with non-PPG children, focusing specifically on academic attainment and personal development.

Outstanding Teaching and Learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a constant and relentless focus. In addition to this, there is a targeted in-depth programme of intervention and support strategies that are deployed in order to meet the objectives for our disadvantaged pupils. Our ultimate objectives are:

- Improve levels of attainment and progress to ensure all pupils achievements are at least in line with their starting points.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Support pupils well-being to enable them to access learning and enabling them in becoming aspirational, confident and successful learners

Academic Objectives

- Improve levels of attainment and progress to ensure all pupils achievements are at least in line with their starting points.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We aim to achieve the above objectives through:

- Ensuring that teaching and learning is inclusive and supports the needs of all learners.
- Assessing gaps in key knowledge and skills and planning targeted interventions to address these.
- Online software to engage and develop key skills.
- Booster groups in Year 6 to decrease class sizes and offer targeted teaching to identified children.
- Subsidised costs for wider learning opportunities across the curriculum, including residential activities.
- CPD plan for staff to ensure teaching and learning has maximum impact and development points in teaching that have been identified through the self-review programme are addressed.
- Developing outstanding leadership through internal mentoring and coaching, in addition to external CPD opportunities.

Pastoral Objectives

- Support pupil's well-being to enable them to access learning and enabling them in becoming aspirational, confident and successful learners.

We aim to achieve the above objectives through:

- Support offered from the Inclusion Team which includes several different strategies eg ELSA, Sulp, Think Bricks Therapy, Draw and Talk, Zones of Regulation etc.
- Zones of Regulation in embedded across the school and taught through the PSHE curriculum.
- Cyclical PSHE curriculum that is bespoke and adaptable to ensure it meets the needs of the cohorts of pupils.
- Enrichment opportunities offered to pupils and uptake of disadvantaged pupils promoted and tracked.
- Subsidised residential trips for disadvantaged pupils to increase uptake of attendance.
- Social skills promoted at break times through the use of adult led games and zones in the playground. Friendship Ambassadors from all classes lead positive play activities daily.
- CPD for staff to include understanding and using strategies to support a variety of children's needs eg Attachment, ASD, Young Carers, Bereavement training.
- Pupil Voice survey used effectively – responses analysed and appropriate support put in place as a result.
- Additional support in place to support pupils in transitions from Y2 to Y3 and from Y6 to Secondary School.
- Support to improve attendance for identified pupils.
- Range of positive reward strategies in place across the school. House point system, Character Awards, Reading Incentives.
- Positions of responsibility awarded to pupils to develop skills in preparation for making a positive contribution to society as future adults.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points PPG pupils enter our school with lower KS1, phonics and EYFS results.
2	Lack of parental support Support at home with home learning activities, reading and spelling practice is low.
3	Persistent Absence Analysis shows that PPG children have higher levels of persistent absence, leading to more lost learning time.
4	High level of impact from school disruption as a result of Covid 19 School closures and low levels of engagement in remote education from PPG pupils has led to some pupils attainment not being in line with their starting points.
5	Lower access to wider experiences Many pupils do not have access to wider life experiences that support curriculum learning and personal development

6	SEMH needs Pupils require additional pastoral support due to SEMH needs of either themselves or the impact of a family members SEMH needs.
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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
Attainment in Reading, Writing and Maths	Attainment of all disadvantaged pupils to be at least in line with their starting points eg KS1 or baseline data in Reading, writing and maths.
Progress in Reading, Writing and Maths	Reduce gap between disadvantaged and Non-disadvantaged pupil's average progress scores in Reading, Writing and Maths.
Attendance	Ensure attendance of disadvantaged children is above 96%

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: £37,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vice Principals teach Year 6 Booster groups to allow Year 6 to be taught as smaller sets. £25,702 Including on costs	EEF (+2) Reducing Class sizes: Smaller classes impact upon learning because the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. In our Year 6 cohort, we have used the booster group to reduce 2sets to under	1, 4

	15 pupils. These sets have a higher proportion of disadvantaged pupils in them.	
CPD targeted to develop a range of strategies used in the classroom. Rosenshine's Principles underpin the CPD. £5,000	EEF(+6) Feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. Rosenshine's Principles CPD ensures that there are a range of effective classroom strategies which include scaffolding and support, modelling, checking understanding, reviewing, sequencing etc.	1, 4
Leadership development £7,000	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Effective leadership ensures that there is effective teaching and learning across the school, which in turn leads to higher outcomes for pupils. NPQ programmes and cross academy coaching and mentoring accessed by leaders.	1, 4

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

Budgeted cost: £ 26,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended Schools Delivered by Teachers, after school for an hour a week. 1:10 £10,000	EEF (+4) As above. Small group tutoring that is targeted for specific objectives. These have been selected using data and test scores.	1, 4

Teaching Assistant interventions. These include: 1:1 Reading Phonics intervention using SSP Phonics scheme SALT £12,500	EEF (+4) Well-evidenced teaching assistant interventions are targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Interventions are selected based upon the needs of the pupils. Interventions are tracked and analysed for impact.	1, 4
Online learning platforms (Reading Plus, Emile spelling, MyMaths and Times Table Rock stars) £2840	Online platforms for reading have proven effective in promoting fluency, stamina and comprehension. Online learning platforms for Maths engage pupils at home and increase their recall of multiplication facts	1, 2, 4
Verbal reasoning tuition £400	Additional learning sessions related to verbal reasoning have supported children to access selective educational testing for grammar schooling.	2, 4, 5
Reading Incentives such as reading bingo and board games £1000	Identified that children were not reading at home regularly and these incentives have proven to increase quantity and types of reading at home.	1, 2, 4, 5

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

Budgeted cost: £ 33,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support A full time pastoral support worker (ELSA, Think Bricks and Draw and Talk, Sulp trained) in post to work 1:1 or in small groups with children requiring SEMH/pastoral support. £18,604	EEF (+4) Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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	6

	<p>peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Covid-19 has had a significant impact upon the SEMH needs of the pupils and the caseload of children requiring support from the Inclusion Team has increased.</p>	
<p>Attendance Officer supports families where attendance is not over 96% and also works directly with the children. Home visits, reward charts, special jobs, parenting contracts are examples of strategies used to raise attendance.</p> <p>£8000</p>	<p>Evidence shows that children with lower attendance have higher gaps in essential knowledge and skills across the curriculum.</p>	3
<p>PSHE curriculum</p> <p>Use of Zones of Regulation as a whole school strategy and an embedded cyclical PSHE curriculum, including training and use of Friendship Ambassadors, visiting speakers, quality SRE materials. Introduction of Anti Bullying Ambassadors</p> <p>£2364</p>	<p>Pupil voice survey analysis demonstrates that pupils use the strategies they are taught and feel safe at school, being aware of all the mechanisms in place to support their well-being.</p>	5, 6
<p>Subsidies for residential opportunities</p> <p>£4075</p>	<p>Off site experiences are proven to improve pupil's resilience, team work and independence and offer them experiences that may not be available to them through their family circumstances. Curriculum based residential also lead to increased knowledge and skills about the relevant topic.</p>	5, 6

Total budgeted cost: £ £ 97,485

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 22-23

KS2 SATs

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 2 performance data and our own internal assessments.

Disadvantaged Progress Year 6 SATS Reading

95% of pupils matched their KS1 results.

There was only 1 child that did not match their KS1 to KS2 scores. One child achieved 98 as a scaled score and made good progress across the year, from their starting point, with EXS at KS1. 3 children made above expected progress and exceeded their KS1 to KS2 scores.

Reading		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Key Stage 1	PKF (3)		2 (67%)	1 (33%)				3 (100%)
	WTS (4)		4 (100%)				4 (100%)	
	EXS (10)		1 (10%)	9 (90%)		1 (10%)	9 (90%)	
	GDS(4)				4 (100%)		4 (100%)	
						5%	81%	14%
							95%	

Disadvantaged Progress Year 6 SATS Writing

90% of pupils matched their KS1 results.

2 children did not match their KS1 to KS2 scores. Both achieved a scaled score of 91. 1 child had an EHCP agreed in Year 6 due to SEMH needs and achieved EXS in all other subjects. They had gross motor skills and specific issues associated with writing. They made considerable progress across the year and left QPA confident for the transition to Year 7.

8 children made above expected progress and exceeded their KS1 to KS2 scores.

Writing		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Key Stage 1	PKF (3)		3 (100%)					3 (100%)
	WTS (5)		1 (20%)	4 (80%)			1 (20%)	4 (80%)
	EXS (12)		2 (13%)	9 (75%)	1 (8%)	2 (13%)	9 (75%)	1 (8%)
	GDS (1)				1 (100%)		1 (100%)	
						10%	52%	38%
							90%	

Disadvantaged Year 6 SATS Maths

90% of pupils matched their KS1 results.

2 children did not match their KS1 to KS2 scores. One child had a scaled score of 99 with EXS at KS1 and the other was GDS at KS1 and achieved a score of 108 at KS2. Both these children had experienced trauma during KS2. They made huge progress across the year and have transitioned to secondary school smoothly, being successful in the first half term in Year 7.

7 children made above expected progress and exceeded their KS1 to KS2 scores.

Maths		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Key Stage 1	PKF (2)		2 (100%)					2 (100%)
	WTS (5)		1 (20%)	4 (80%)			1 (20%)	4 (80%)
	EXS (12)		1 (8%)	10 (84%)	1 (8%)	1 (8%)	10 (84%)	1 (8%)
	GDS (2)			1 (50%)	1 (50%)	1 (50%)	1 (50%)	
						10%	57%	33%
							90%	

Progress Scores

Progress	PP	Non PP
Reading	+2.67	+3.63
Writing	+3.95	+2
Maths	+2.9	+3.5

Residential

Year 3 – 63% of PPG pupils attended. 76% of the cohort went in total.

Year 4 – 42% of PPG pupils attended. 62% of the cohort attended in total.

Year 5 – 39% of PPG pupils attended. 71% of the cohort attended in total.

Year 6 - 54% of PPG pupils attended. 53% of the cohort attended in total.

100% of PPG pupils attended the non-residential Year 6 activities week trips.

Year 6 Roles of Responsibilities

30% PPG pupils Prefects 54% of cohort were prefects

Student Resilience Survey

The student resilience survey analysis shows that 81% of the PPG pupils increased their perception of school and self throughout last year. For pupils that did not have a combined increase, they have been identified and actions have been put in place.

Attendance

Year group	PPG QPA	PPG FFT National	Difference	Non PPG QPA	Non PPG FFT National	Difference
All	92.1	91.3	+0.8	96.3	94.7	+1.6
3	92	91.7	+0.3	96.3	95.2	+1.1
4	90.8	91.7	-0.9	96.1	95.2	+0.9
5	93.9	91.6	+2.3	96.4	95.1	+1.3
6	92.1	91.6	+0.5	96.2	95	+1.2

The attendance figures show an increase when compared against the FFT National data. However, there is difference between the Non PPG and PPG pupils at QPA. This will therefore be an area to focus on in 23-24.

Out of all pupils with Persistent Absence, 51% were PPG and 49% were non PPG. (21/41 pupils PPG). There is no statistical difference between the 2 groups of pupils for PA.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding of new writing scheme – Jane Considine – across the school
- Continuing to work with the Children’s Mental Health in Schools Team to implement the action plan we have codeveloped. This will support both children and parents in supporting children with their mental health.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Using the student resilience survey to identify pupils that require additional pastoral support and ensuring the appropriate support and liaison with home is in place.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate and there will be extracurricular opportunities ring fenced for disadvantaged pupils.
- Further developing the House System at QPA.