



**QUEEN EMMA'S  
PRIMARY SCHOOL**  
BELONGING, BEING AND BECOMING

Policies and Procedures

# **Pupil Premium Strategy Statement 2025 - 2028**

|                         |               |
|-------------------------|---------------|
| Information for Office: |               |
| Review Date             | December 2025 |
| Review frequency:       | Annually      |
| Next review date:       | December 2026 |
| Approved by:            | Headteacher   |

## Pupil premium strategy statement

*This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.*

*It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.*

### School overview

| Detail   | Data                        |
|--|-----------------------------|
| School name  | Queen Emma's Primary School |
| Number of pupils in school   | 184                         |
| Proportion (%) of pupil premium eligible pupils  | 30% (56)                    |
| Academic year/years that our current pupil premium strategy plan covers<br><b>(3-year plans are recommended)</b> | 2024 - 2027                 |
| Date this statement was published  | December 2024               |
| Date on which it will be reviewed  | December 2025               |
| Statement authorised by  | Leanne Dixon                |
| Pupil premium lead   | Leanne Dixon                |
| Link Committee Volunteer   | Kate Sutton                 |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £62,160 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)   | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £62,160 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through pre-teach and tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils who need additional support are invited to pre-teach sessions
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to |

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|   | KS2 and in general are more prevalent among our disadvantaged pupils than their peers.   |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers and writers.   |
| 3 | Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 4 | <p>Our attendance data this academic year indicates that attendance among disadvantaged pupils is much less compared to other children.</p> <p>On average our disadvantaged pupils have 93.03% school attendance compared to 95.12% for non-disadvantaged pupils. This shows that attendance is on 1-2% lower for children on pupil premium.</p> <p>22.45% of our disadvantaged children are persistently absent, compared to 10.27% for non-disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 5 | Our assessment, observations and profiling (Thrive) have identified social and emotional issues for many pupils.   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. |
| Improved reading among disadvantaged pupils.                             | <p>KS1 Phonics outcomes in 2024/25 show that more than 60% of pupil premium children achieve PSC by end of KS1.</p> <p>KS2 reading outcomes in 2024/2025 show that more than 60% of disadvantaged pupils meet the expected standard.</p>               |

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|--|---|
| Improved maths attainment for disadvantaged pupils at end of KS2.  | <p>KS2 maths outcomes in 2024/2025 show that more than 60% of disadvantaged pupils meet the expected standard.</p> <p>MCT- 70% of disadvantaged children to meet the expected standard.</p>   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 8% lower than their peers.</p> |

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,460

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments – reading, mathematics, SPAG (Cornerstones) Writing (No More Marking)</p> <p>Data to be used to analyse progress and attainment to</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> | 1, 2, 3, 4                    |

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|---|--|------|
| inform leaders decision to deploy resources.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  |      |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Jane Considine's 'The Write Stuff', 'Spelling' and 'Hooked on Books' will be embedded across the school. Helicopter stories and language development activities in EYFS; resources, professional development and instructional coaching. Use of Wellcomm to assess and support speech, language and communication needs including EAL. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>                  | 1, 2 |
| Replenishing resources for a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.   | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 2    |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).<br><br>Use of 'Complete Maths' to address gaps and improve   | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence: | 3    |

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|---|--|-----|
| attainment in maths. Bespoke learning paths to be set for individuals.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> |     |
| Provide live feedback to disadvantage pupils first as a priority.   | <p>All understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning.pdf</a></p>  | 2,3 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Thrive (SEL) approaches will be embedded into routine educational practices and supported by professional development and training for staff, profiling of all pupils.</p> <p>One Thrive Practitioner and a Thrive Senior Leader.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF</a></p>   | 5   |

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

Budgeted cost: £7,700

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and language activities embedded into the Early Years and KS1 curriculum to improve | Oral language interventions can have a positive impact on pupils' language skills. Approaches that | 1,2,3                         |



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|---|--|---|
| <p>listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Use of Wellcomm to assess and support speech, language and communication needs including EAL.</p> | <p>focus on speaking, listening and a combination of the two show positive impacts on attainment:<br/> <a href="#">Oral language interventions   EEF</a><br/> <a href="#">(educationendowmentfoundation.org.uk)</a></p>  |   |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Children will be invited into pre-teach sessions and have additional 1-1 tutoring throughout the school day.</p>           | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 2 |
| <p>All pupils will receive access to Complete Maths, including those who are high attainers.</p> <p>Children will be invited into pre-teach sessions and have additional 1-1 tutoring throughout the school day.</p>            | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   EEF</a><br/> <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>1-1 tutoring – Complete Maths<br/> Small groups – pre-teach</p> | 3 |
| <p>Thrive class and 1-1 programme</p>   | <p>Class profiles inform class action plan. Individuals are referred for 1-1 profiling and 1-1 action plan<br/> <a href="#">Social and emotional learning   EEF</a></p>  | 5 |

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|                                      | ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  |   |
| Emotional Learning Support Assistant | High proportion of pupils with EHCPs require ELSA as part of their provision identified in section F of their plan. Any pupil can be referred for ELSA sessions.<br><br><a href="#">Social and emotional learning   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 5 |

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

Budgeted cost: £11,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. When the adults change, Seeds of Happiness, Thrive, Anti-bullying Alliance  | Both targeted interventions and universal approaches can have positive overall effects:<br><br><a href="#">Behaviour interventions   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 5                             |
| Embedding principles of good practice set out in the updated 2024 DfE's guidance on working together to improve attendance.<br><br><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 4                             |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  | All                           |

|   |   |       |
|---|---|-------|
| 'Learning with Parents' platform<br>(Home Learning) | Learning with Parents platform introduced to engage parents with learning, especially reading<br><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="#">About us - Learning with Parents</a>    | All   |
| Outdoor Play and Learning<br>(OPAL)                 | A new approach to Playtimes to aid physical activity, play, healthy relationships<br><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="#">Research and Evidence - Outdoor Play and Learning</a> | 1,4,5 |

**Total budgeted cost: £ 62,160**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes 2023-2024**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2023/2024 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum (Reading, Maths and Writing). The outcomes we aimed to achieve in our previous strategy by the end of 2023/2024 were therefore not fully realised.

Our assessment of the reasons for these outcomes point to ongoing pandemic impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Additionally, there has been an increase in number of pupils who have arrived to us late in their education as in-year admissions. Majority are EAL with limited to no English. Therefore, these children have not had the full benefit of our strategy implementation.

Overall attendance in 2023/2024 was lower than in the preceding year at 91.98% and was lower than the estimated national average at 95%. Children eligible for Pupil Premium had 84.97% attendance. More pupils eligible for pupil premium were persistent absentees. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to ongoing pandemic impact also SEND and social economic related challenges. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. There is a need to increase capacity for pastoral support for our children and their families. Our Thrive practitioner has delivered several parent workshops to educate and support our families in supporting the mental health and wellbeing of their children. We have two trained Mental Health Leaders.

### **Pupil premium strategy outcomes 2024-2025**

#### **EYFS Outcomes Summary**

The 2024- 2025 Early Years cohort consisted of 29 pupils. 21% Pupil Premium (6 pupils), 10% EAL (3 pupils) and 17% SEND (5 pupils). This cohort presented with a high level of complexity, with significant proportions of pupils facing barriers to learning. This composition means that over one fifth of the class require additional support linked to socio-economic disadvantage, and several pupils have overlapping vulnerabilities (e.g., PP + SEND), which typically intensifies need and impacts progress.

68% of the cohort achieved GLD. Given the complexity of the cohort, this represents strong overall outcomes, particularly when compared to typical national performance for groups with high SEND and Pupil Premium proportions. Wellcomm, RWI phonics, SaLT provision and early intervention strategies are having a positive impact.

### **End of KS2 Outcomes Summary**

**Maths-** 36% of children met the SATs expected standard for mathematics. 0% of pupil premium children met the SATs expected standard. Teacher assessments, 54% of children met the expected standard for mathematics, 18% of which were pupil premium. Daily maths booster groups provided to children identified through test analysis as borderline/below expected standard, 8 children (4 pupil premium)

**Reading-** 52% of children met the SATs expected standard for reading. 50% of pupil premium children met the SATs expected standard. Daily reading booster groups provided to children identified through test analysis as borderline/below expected standard, 6 children (3 pupil premium).

**GPS-** 44% of children met the SATs expected standard for Grammar, punctuation and spelling. 37.5% of pupil premium children met the SATs expected standard. Writing- Teacher assessments, 60% of children met the expected standard for writing. 37.5% of pupil premium children met the SATs expected standard.

### **Attendance**

Overall attendance in 2024/2025 was higher than in the preceding year at 93.00% however this is still lower than the estimated national average at 95%. Children eligible for Pupil Premium had 90.08% attendance, and improvement on the preceding year. More pupils eligible for pupil premium were persistent absentees.

### **Provision and Wellbeing**

Pupils in receipt of Pupil Premium funding accessed a range of targeted academic and language interventions. Pupils requiring support with speech and language received Speech and Language Therapy (SALT) assessments followed by SALT sessions. Pupils made measurable progress in their communication skills, which also had a positive impact on their confidence and wellbeing; external SALT support continues ensure sustained progress. Pupils accessed WellComm provision to support early language development. In addition, pupils regularly received their core subjects in small-group settings, enabling more focused teaching and improved engagement. 22 pupils accessed the Learning Village language development platform and were invited to attend the Learning Village after-school club. All pupils accessing Learning Village and having language focussed work made progress in their English language proficiency over time, supporting improved access to the wider curriculum and classroom learning. Sessions around test based anxiety were held to support children in Year 6 ahead of end of year assessments, this helped to boost confidence and reassure them of ordinary emotional responses.

The OxWell survey reported high levels of wellbeing. 60% reported enjoying school and feeling part of the school community. 80-85% demonstrated positive mental health. Home learning engagement with learning with parents, 71% of families are actively

engaging, 53% of pupil premium are active. 18 children benefitted from impact of Family Thrive targeted at EYFS and Year 1 families (4 EAL, 9 SEN and 6 Pupil Premium).

### Externally provided programmes

| Programme             | Provider                       |
|-----------------------|--------------------------------|
| Tutor                 | Complete Maths                 |
| Alternative Provision | In Our Element (Forest School) |
| Virtual Classroom     | Ruth Miskin (RWI)              |

## Further information

### 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 more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils for example, OPAL, Learning with Parents, class structures and deployment of resources.

- Personal information (such as name, unique pupil number and address)

- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment Information (such as target/predicted grades and Fischer Family Trust estimated grades)
- Medical Information (such as medical conditions and vaccinations)
- Special Educational Needs Information (such as reviews and outcomes, assessments, exam access, educational psychologist reports)
- Behaviour and Exclusion Information (such as behaviour and achievement incidents, exclusion data including appeals and outcomes)
- Post-16 Learning Information (such as courses being studied, examination grades and destinations for leavers)
- Student and curricular records
- Safeguarding information
- CCTV images captured in school and photographs
- Biometric data

We may also hold data about students that we have received from other organisations, including other schools, local authorities and the Department for Education (DfE).



# Belonging Being Becoming