

# Pupil Premium Strategy Statement

Queen Emma Primary School: 2024 - 2025

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. This is the third year of implementing our three year plan.

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
<b>Queen Emma Primary School</b>	
Number of pupils in school	352 (YR to Y6) 399 (Nursery to Y6)
Proportion (%) of pupil premium eligible pupils	86 pupils = 22%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	<b>2024 – 2025</b> 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Reviewed annually
Statement authorised by	Mrs S Jarman Executive Headteacher
Pupil Premium lead	Miss C Stubbs Deputy Headteacher
Governor / Trustee lead	Dr. Sean Lang

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£129770
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
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129770



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face develop a lifelong love of learning and leave our school with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. Our curriculum is our pupil's opportunity and through carefully planned and sequenced learning opportunities, we aim to improve the life chances for all our pupils. As an inclusive, welcoming and caring school where every child matters, we recognise that all of our pupils have strengths and skills to celebrate. Our compassionate approach to engaging our pupils and parents ensures that pupils can make the best possible progress across all areas of the curriculum.

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 narrowing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through our teaching, we strive to ensure that all our pupils make at least good progress and achieve the highest possible levels of attainment.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not in assumptions about the impact of disadvantage. Our approaches ensure that all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what disadvantaged pupils can achieve. We are constantly identifying ways to refine and improve our practice and to ensure that all staff understand the crucial part they play in addressing educational disadvantage.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that disadvantaged pupils make at least expected levels of progress.
- To improve attendance and punctuality.
- To support pupil's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Supporting staff to develop knowledge and skills in how to address educational disadvantage
- Allocating funding streams to ensure that teaching and learning opportunities meet the needs of all pupils.
- Using targeted 1-1 support and small group support to narrow the attainment gap and to promote accelerated levels of progress.
- Ensuring that pupils have access to an equitable and engaging curriculum offer as well as wider curriculum opportunities.
- Offering strong support mechanisms to engage families through home-school family support workers and therapeutic approaches.
- Supporting payment for activities, educational visits and residential activities, ensuring pupils have a wide variety of rich first hand experiences to use and support learning in the classroom.

Our key principle is to reduce the impact of disadvantage on educational outcomes for all pupils. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. The challenges are varied and there is no 'one size fits all' approach.

## Challenges

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

Challenge Number	Detail of Challenge
1	Internal assessments indicate that attainment for disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Poor attendance and punctuality issues are impacting on the attainment of disadvantaged pupils. Attendance data shows that attendance of disadvantaged pupils has been lower than non-disadvantaged pupils.
3	Assessments, observations and discussions with pupils and families have identified emotional and social issues, low self-confidence and difficulty in regulating emotions, including the use of emotional vocabulary.
4	Limited opportunities for wider educational and life experiences.

## 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 outcomes in reading, writing and mathematics for disadvantaged pupils at the end of KS1 and KS2.	Provision and outcomes for disadvantaged pupils will improve over the next three years, leading to increased levels of progress made by disadvantaged pupils in reading, writing and mathematics.
Sustained improvement in attendance for all pupils, particularly disadvantaged pupils.	Attendance of disadvantaged pupils is in line with local authority and national averages.
Sustained improvement in wellbeing for all pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated through observations, teacher and pupil voice.
Improved access to wider curriculum experiences for disadvantaged pupils.	There will be an increase in participation in enrichment and wider curriculum activities, particularly among disadvantaged pupils, leading to improved attitudes to learning.

## 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: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-development of English curriculum</p> <ul style="list-style-type: none"> <li>-Individual year group planning support from LA English Advisor</li> <li>-Development of staff subject knowledge and pedagogical knowledge</li> </ul>	<p>Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p>	<p>1</p>
<p>Training materials / information to be disseminated to Federation staff in order to support the implementation of the Federation Behaviour Curriculum.</p>	<p>“A behaviour curriculum defines the expected behaviours in a school. The behaviour curriculum outlines the values of the school and the intended behaviour culture of the school. It clearly outlines the way that these behaviours will be taught and maintained throughout the school. As part of the behaviour curriculum the routines and rules that help to develop the behaviour culture are described.”</p> <p><i>Tim McDonald, Teaching Behaviour: How Classroom Conduct Can Unlock Better Learning</i></p> <p>“Routines are the building blocks of the classroom culture. Routine behaviour must be taught, not told.”</p> <p><i>Tom Bennett, Running the Room</i></p> <p>Students should never have to ask themselves, “What am I supposed to be doing?” when they enter a classroom, nor should they be able to claim not to know what they should be doing. You want students to know what to do and to know there is no ambiguity here.”</p> <p><i>Doug Lemov</i></p> <p>Extensive research led to the development of the Federation Behaviour Curriculum, which places consistent expectations and routines at its heart.</p>	<p>3</p>
<p>Nurture Group Leader to deliver training to all school staff to promote the use of the Zones of Regulation. Zones of Regulation to</p>	<p>The Zones of Regulation framework and curriculum is based on years of applied experience by the author, Leah Kuypers. As an</p>	<p>3</p>

<p>be used by identified classes throughout the school.</p>	<p>occupational therapist and autism specialist working in both clinical and educational settings, Leah saw the need for <i>all</i> learners to develop regulation skills. As a result, the solution to this need was conceived: The Zones of Regulation.</p> <p>Studies examining The Zones of Regulation's impact have shown the curriculum has a positive effect on learner outcomes.</p>	
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## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£35,408.04**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group phonics and reading intervention (FFT Tutoring with the Lightning Squad), targeted towards pupils in Y2 and Y3 who did not pass the Y1 Phonics Check and / or who are not secure with Phase 5 phonics.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic and reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><i>EEF Teaching and Learning Toolkit: Phonics and Individualised Instruction</i></p>	<p>1</p>
<p>Targeted tuition by teachers and teaching assistants to include use of pre-teach and post-teach opportunities and targeted individual and group interventions.</p>	<p>Targeted tuition at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1-1 and in small groups</p> <p>Careful use of and analysis of assessment data across the school has enabled class teachers to identify groups of pupils in need of additional support. Identified gaps in learning will be filled through carefully planned teaching.</p> <p><i>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions and Individualised Instruction</i></p>	<p>1</p>

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

Budgeted cost: **£93,361.96**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Embedding updated guidance regarding attendance as set out by the DfE and Local Authority.	The DfE Attendance Guidance (August 2024) has been informed by engagement with schools that have significantly reduced levels of absence.	2
Pastoral Leader supports vulnerable pupils and families. Support for parents and pupils includes advice, guidance, early intervention and classroom support.	Parental engagement is defined as the involvement of parents in supporting their child's academic learning. Our pastoral leader provides vital support to parents regarding attendance, academic issues, social and emotional issues. Liaison with outside agencies is also provided for families in crisis. <i>EEF Teaching and Learning Toolkit: Parental Engagement, Social and Emotional Learning</i>	2, 3
Nurture Group Leader supports vulnerable pupils within the school setting. Support includes early intervention, whole class, classroom, small group and individual support.	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. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	2, 3
Provision of therapeutic support to support pupils with social, emotional and mental health needs. -Provision of Art Therapist -Provision of Mentor Dog	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. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	3
Wider Curriculum Opportunities To include... Financial support so that disadvantaged pupils are able to participate in a range of after school clubs, extra-curricular and enrichment activities such as educational visits and activities, theatre groups, concerts, sports events, music lessons and residential experiences. Provision of breakfast, before and after school club or holiday club for disadvantaged pupils to support emotional well-being, school attendance and ensuring pupils start the day 'ready to learn.'	Based on our experiences, we have identified a need to provide funding to enable disadvantaged pupils to take part in a wide variety of extra-curricular and enrichment activities. Participation in these activities supports the development of speaking and listening skills, key 'learning for life' skills such as perseverance and resilience and promote self-confidence and self-regulation skills for individuals. Provision of these activities also boosts pupil well-being, behaviour, attendance and aspiration. They also provide excellent opportunities for pupils to demonstrate use of the 7 habits and develop leadership skills both in and out of the school environment. <i>EEF Teaching and Learning Toolkit: Arts Participation, Meta-Cognition and Self-Regulation, Social and Emotional Learning</i> <i>'The Seven Habits of Effective People' by Stephen Covey.</i>	2, 3, 4

**Total budgeted cost: £129,770**

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

### Outcomes for Disadvantaged Pupils

This details the impact that our Pupil Premium activity had on pupils in the 2023 - 2024 academic year.

Internal assessment from 2023 - 2024 indicate that in some year groups, disadvantaged pupils made at least expected levels of progress in reading, writing and mathematics and that these levels of progress were in line with their non-disadvantaged peers. However, the attainment of disadvantaged pupils was significantly lower than that of their non-disadvantaged peers in the majority of year groups.

In 2023 - 2024, we used our National Tuition Programme funding to target support for our disadvantaged pupils. Funding was used to engage the services of a tutor. This support was targeted towards raising attainment and progress in reading for disadvantaged pupils in Year 2, Year 3 and Year 4. This intervention enabled pupils to make above expected levels of progress in Reading across the year and closed the gap between progress outcomes between non-disadvantaged pupils and our disadvantaged pupils. Class teachers shared that participation in the intervention supported the development of self-esteem and self-confidence alongside developing specific reading and writing skills. The closing of the attainment gap continues to be a high priority in 2024 – 2025.

Absence among disadvantaged pupils was 4.3% higher (89.3%) than their non-disadvantaged peers (93.6%) in 2023 - 2024. Work to close this gap in 2023 - 2024 included regular monitoring of attendance by the Deputy Headteacher and Pastoral Leader, focusing on pupils whose attendance had dropped below 90%. Pupils with concerning levels of attendance were regularly discussed at ECM meetings and parents were invited to meet with members of FLT. The three letter system was implemented and support was offered to parents / carers via our home-school family worker or an early help assessment. Individual pupil attendance was also regularly discussed at termly parent-teacher meetings. Penalty notices have been issued for holiday requests. New attendance guidelines come into effect from August 2024. The implementation of these new guidelines will be a key focus of our work in 2024 – 2025.

Our assessments and observations indicate that pupil behaviour and well-being for the vast majority of pupils remained positive. Pupils met the expectations and routines of school life and continued to refer to the habits during their learning and in helping to solve issues as they arose both in and out of the classroom. A small number of pupils demonstrated challenges in relation to wellbeing and mental health. Support from external agencies was sought and implemented. This continues to be a significant area of need for 2024 – 2025.

The support of our Pastoral Leader continued to prove invaluable during the year. This provision enabled us to respond very quickly to pupils displaying low, medium and high level needs. In person therapeutic support continued in 2023 - 2024. This proved to be very beneficial to the pupils and families involved.

The introduction of a Nurture Group led by our Nurture Group Leader provided a safe space for pupils to develop positive social, emotional and mental health. During 2023 – 2024, the Nurture Group Leader trained as an ELSA and used the training to positively support pupils in a wider variety of ways.

Ozzy, our school mentor dog has been a very popular member of the Queen Emma family in 2023 – 2024. Working with whole classes, small groups and individual pupils, Ozzy has provided pupils with emotional support, improving their self-esteem, reducing anxieties and often provoking fun and laughter. In addition, pupils have been taught to show respect and how to care for other living things.

The Leader in Me continued to take a high profile throughout 2023 - 2024. Opportunities were targeted towards our disadvantaged pupils. This enabled a greater number of disadvantaged pupils to take on leadership roles and develop their leadership skills within the school community, both in and out of the classroom.

‘Real life experiences’ and curriculum enrichment activities took place throughout 2023 - 2024, providing all pupils with the opportunity to develop lifelong learning skills. Examples of enrichment activities included visits from History Off the Page, a visit to the local mosque, Cambridge Botanical Gardens, Wandlebury Nature Reserve, Banham Zoo, Duxford Imperial War Museum and the Scott Polar Museum. Year 6 enjoyed two fun-filled days at PGL Caythorpe Court, enjoying a wide range of activities including zip lining, high rope challenges, orienteering and kayaking. All activities were provided free of charge for pupils in receipt of Pupil Premium funding.

Premier Sports and other external providers offered a range of extra-curricular clubs in 2023 - 2024. Pupils in receipt of Pupil Premium funding were offered a paid place at chosen club. Throughout the year, Premier Sport continued to run lunchtime activities. The sessions were greatly enjoyed by all pupils and offered a welcome ‘well-being and exercise’ break for many children. Collaborative and teamwork skills were also developed during these lunchtime sessions. In 2023 - 2024, attendance at extra-curricular by pupils in receipt of Pupil Premium funding was 73%.

## 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

## 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?	N/A



## 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 funding. This will include:

- Continued use of FFT Success for All Phonics programme.
- Introduction of 'Drawing Club' into our Reception Class to support the development of language skills, fine motor skills and a love of writing.
- Implementation of Federation 'Behaviour Curriculum.'
- Continued development of our Nurture Group to provide a safe space for pupils to develop strategies to promote positive Social, Emotional and Mental Health.
- Introduction of 'Zones of Regulation' as a whole school approach to support self-regulation.
- Weekly mentor dog visits to provide pupils with emotional support and an opportunity to show respect and care for living things.
- Parent and pupil support from MHST team and provision of shared play therapist (shared with Queen Edith Primary School and The Netherhall School).
- Development of SEND room to provide bespoke support and provision for some of our youngest pupils with complex additional needs or those who are awaiting outcomes of an EHCP application.
- Support from SEND services and outside agencies to support staff in meeting the needs of individual pupils with complex additional needs.
- Support from LA English Adviser to raise outcomes in Reading and Writing in KS1.
- Staff CPD, led by Mathematics Subject Leaders regarding the continued development of the Maths Mastery approach.
- Tracking all groups of disadvantaged pupils within Pupil Progress meetings, working together with class teachers to best support disadvantaged pupils in all areas of learning.
- Continuation of our Leader in Me journey to support the development of pupil leadership
- In line with our curriculum action plan, curriculum leaders and subject leaders will continue to review subject skills and progression documents, supporting class teachers to produce carefully sequenced medium term planning for each subject.
- Continuing to offer a wide range of high-quality extra-curricular activities to boost wellbeing, attendance and aspiration. Activities will support the development of lifelong learning skills such as self-confidence, resilience and collaborative working. All disadvantaged pupils will be supported to and encouraged to participate.

### Planning, Implementation and Evaluation

In planning our new Pupil Premium strategy, we evaluated the impact of the activities undertaken last year. Evidence from a number of sources (assessments, book scrutiny, staff and pupil discussions), as well as the reading of reports and research papers helped us identify the challenges faced by disadvantaged pupils. We used the EEF's implementation guidance to help us refine our strategy for 2024 - 2025. We will continue to use it when adjusting our plan over time and to support the implementation of activities. The plan will be robustly evaluated at the end of each academic year with the aim to build on successes and to secure better outcomes for all pupils, in particular disadvantaged pupils at the end of each academic year.

We will be constantly evaluating and refining our practises and approaches and will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.