

Pupil premium strategy statement for Queensgate Foundation Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	128 pupils 36%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2027
Date this statement was published	31st December 2025
Date on which it will be reviewed	November 2027
Statement authorised by	SLT
Pupil premium lead	Theresa Wall
Governor / Trustee lead	Stephen Hendry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,770
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£193,770

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupil Premium children meeting Age Related Expectations in Reading, Writing and Maths by the end of Year 6 in line or better than National average</i>
2	Pupil Premium children attend school regularly in line or better than National averages
3	Pupil Premium children come into school with poor early reading skills and poor vocabulary acquisition
4	Pupil Premium children behave in line with school expectations and fixed term suspensions are lower than national averages
5	Pupil Premium children given opportunities in school that they may not experience at home

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
<i>Pupil Premium children make accelerated progress to enable them to have the best chance to achieve well in Age Related Expectations at the end of Year 6</i>	Attainment gap between PP and non PP children is reduced. More children achieving ARE at the end of Year 6.
Pupil Premium children enjoy school and attend well	Pupil Premium children have attendance above national average or of at least 95%

<p>Pupil Premium children enjoy having a wide experience of visiting different places tied in with attendance and attainment</p>	<p>Children talking and writing confidently about their trips using taught vocabulary. Better understanding of vocabulary in a variety of contexts.</p>																																																																																																
<p>More children in receipt of Pupil Premium funding achieve ARE and the gap between PP and Non PP children reduces</p>	<p>Data Trend: Year 6 SATS</p> <p>All pupils (Reading):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>55</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>24</td> <td>58</td> <td>78%</td> <td>74%</td> </tr> <tr> <td>25</td> <td>60</td> <td>77%</td> <td>75%</td> </tr> </tbody> </table> <p>Disadvantaged Pupils (Reading):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>18</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>24</td> <td>23</td> <td>78%</td> <td>62%</td> </tr> <tr> <td>25</td> <td>22</td> <td>59%</td> <td>63%</td> </tr> </tbody> </table> <p>All pupils (Writing):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>55</td> <td>65%</td> <td>71%</td> </tr> <tr> <td>24</td> <td>58</td> <td>69%</td> <td>72%</td> </tr> <tr> <td>25</td> <td>60</td> <td>76%</td> <td>72%</td> </tr> </tbody> </table> <p>Disadvantaged Pupils (Writing):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>18</td> <td>50%</td> <td>58%</td> </tr> <tr> <td>24</td> <td>23</td> <td>52%</td> <td>58%</td> </tr> <tr> <td>25</td> <td>22</td> <td>59%</td> <td>59%</td> </tr> </tbody> </table> <p>All pupils (Maths):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>55</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>24</td> <td>58</td> <td>76%</td> <td>73%</td> </tr> <tr> <td>25</td> <td>60</td> <td>80%</td> <td>74%</td> </tr> </tbody> </table> <p>Disadvantaged Pupils (Maths):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.in cohort</th> <th>Sch</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>18</td> <td>44%</td> <td>59%</td> </tr> <tr> <td>24</td> <td>23</td> <td>61%</td> <td>59%</td> </tr> <tr> <td>25</td> <td>22</td> <td>68%</td> <td>61%</td> </tr> </tbody> </table>	Year	No.in cohort	Sch	National	23	55	60%	73%	24	58	78%	74%	25	60	77%	75%	Year	No.in cohort	Sch	National	23	18	50%	60%	24	23	78%	62%	25	22	59%	63%	Year	No.in cohort	Sch	National	23	55	65%	71%	24	58	69%	72%	25	60	76%	72%	Year	No.in cohort	Sch	National	23	18	50%	58%	24	23	52%	58%	25	22	59%	59%	Year	No.in cohort	Sch	National	23	55	60%	73%	24	58	76%	73%	25	60	80%	74%	Year	No.in cohort	Sch	National	23	18	44%	59%	24	23	61%	59%	25	22	68%	61%
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £73,628.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Network meetings Standards & CPD</i> (£1,762.50)</p>	<p>Attendance by maths and english subject leaders to core network meetings is vital in ensuring that key research and provisions are disseminated and embedded in school to make a difference. It is well documented that quality CPD is important in raising attainment within schools.</p>	<p>1, 4 & 6</p>
<p><i>SLA for attendance and a dedicated Attendance Officer in school</i> (£15,785)</p>	<ul style="list-style-type: none"> • Good attendance is extremely important in terms of pupil progress, attainment and overall well-being. This is well documented including the following from the IOW council: The SLA builds in capacity for us with a strong Attendance Officer, who can go out and visit families when children do not attend. This LA officer also jointly runs Attendance Meetings with the school's own Attendance Officer. • 90% of young people with attendance rates below 85% fail to achieve 5 or more good grades of GCSE and around 1/3 achieve no GCSEs at all. • Poor examination results limit young people's options and poor attendance suggests to colleagues and employers that these students are unreliable. • Poor school attendance is also closely associated with crime - 1/4 of school age offenders have truanted repeatedly. • At least one million children take at least one-half day off a year without permission • 7.5 million school days are missed each year through unauthorised absence • Persistent Absence from school has an adverse effect on a child's mental health. 	<p>1, 2, 4 & 6</p>

<p><i>Appointed of Family Liaison Officer (FLO) to work with families so that classroom teachers can focus on teaching. (£31,184)</i></p>	<ul style="list-style-type: none"> ● Poor attendance can lead to children being ‘home schooled’ (as parents can’t cope with the fines and scrutiny from authorities - the Isle of Wight has the largest percentage of home schooled children in the country), which can lead to poorer outcomes and poor mental health. <p>The school has appointed a FLO to:</p> <ul style="list-style-type: none"> ● Empower parents/carers to take an active role in their child’s social, emotional and educational development ● Support parents regarding a range of issues that are impacting on their ability to parent effectively ● Provide a range of activities for parents that encourage them to be safe, healthy, enjoy and achieve economic well-being ● Provide accessible information, explanation, guidance and sign-posting parents/carers ● To provide early intervention that can make a real difference to the lives of parents/carers and therefore of the children whatever their background 	<p>1, 2, 3, 4, 5 & 6</p>
<p><i>Employment of designated music teacher (£24,897)</i></p>	<p><i>We believe there are many benefits of high-quality music teaching including: to talk about music played and listened to.</i></p> <ul style="list-style-type: none"> ● Adds a tangible dimension to children’s learning in other subject areas – they can hear, sing and play music experienced by people back in history, in other parts of the world as part of geography, enhancing their art work to name a few ● Excellent for well-being. Many children have said how relaxing and calming they find listening to classical music is. Year 2 have listened to some early choral music by Thomas Tallis in Latin and lots of them, including some of our SEND children loved listening to it and said it made them feel relaxed and gentle ● Extending vocabulary – not just learning and using new musical vocabulary but also discussing lyrics, using describing words ● Having a voice – children are encouraged to use their voices for singing and sound making but also to have opinions and talk about their responses to different types of music 	<p>2, 3, 5 & 6</p>

	<p>and to openly say if they are having difficulties so they can receive more support</p> <ul style="list-style-type: none"> • Developing confidence – children get a real buzz from finding that they can do something new. Playing an instrument also gives a shy child a ‘voice’ which they can use with others. • Teaches and promotes excellent listening skills and the resilience needed to stick at something and practise until you get it right • Team building – music relies on children listening to each other, trying things out, deciding what works and what doesn’t and working together to produce good quality performances. There are opportunities for children to be leaders and also to follow the directions of others • Performance encourages engagement with parents and builds a positive relationship with parents in a non-threatening way. This includes extra curricular choir 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,159.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELKLAN Speech & Language member of staff for every afternoon (£8,125)</i>	<p>There are many children with speech and language issues. We have an ELKLAN trained assistant. https://www.elklan.co.uk/</p> <p>The aim of ELKLAN is for children to develop skills to succeed in life. She works closely with Local Authority Speech and Language Teams (SALT)</p>	1 and 6
<i>ELSA trained member of staff (£8,125)</i>	<p>The benefits of ELSA in schools is well documented. It helps the children to develop coping strategies and talk about difficulties. Interact more successfully with others. Develop greater self-awareness, manage school better and feel better about themselves. Pupils with an ELSA feel they have been listened to and supported.</p>	1, 2, 3, 4, 5 and 6

<i>Intervention tutor every afternoon - (£9,291.50)</i>	We have made provision for a highly experienced Higher Level teaching Assistant (HLTA) to carry out interventions across Year groups 2, 3 & 4 every afternoon. Children chosen for interventions are primarily Pupil premium children and targeted intervention is carried out after discussion between tutor and class teacher. Small group or individual interventions can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. Question Level Analysis is used to identify gaps in knowledge and these are addressed in delivered intervention	1, 2 & 3
<i>Additional Phonics sessions targeted at disadvantaged pupils who require further phonics support. (£0)</i>	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 of up to 12 weeks	2
<i>Two extra Teacher Assistants (TAs) - one in reception and one in Year 6 (£54,618)</i>	Please read EPPI Institute of Education University of London research about the impact of adult support staff on pupils and mainstream school. Numerous benefits are listed with the research both academically when the support staff focus on an individual or a small group as well as behaviour support and rising self-esteem. We have added extra staff to reception as many children arrive at school with poor speech & language skills and included one in Year 6 to spread the load working with the class teachers towards The Statutory Assessment tests (SATs).	1,2, 3, 4, 5 & 6

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

Budgeted cost: £39,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Out and About curriculum with specific out and about teacher (£27,340)</i>	It has become more well documented that providing children with outside learning opportunities is good for their well-being and mental health. There are three strands to our Out and About	1, 2, 3 & 5

	<p>curriculum; maritime, heritage and environment. The Isle of Wight is very rich in these three areas. In addition there is a focus on vocabulary acquisition and writing. This work ties in with the curriculum that the children are learning about at school. It is providing disadvantaged children with experiences they would not otherwise have.</p>	
<p><i>Four afternoons a week for a cookery teacher (£8,436)</i></p>	<p>Teaches the children life skills, for example, using equipment correctly; how to follow recipes; to boost confidence and self-esteem. It supports other areas of the curriculum through weighing, measuring and time tracking i.e. maths skills, but also the wider curriculum by enhancing children's knowledge of geography, history, science, art and of course DT. We aim to teach the children about healthy eating and nutrition and set them on the right path to be healthy adults both in terms of nutrition and financial understanding.</p>	<p>1,2,3,4,5 & 6</p>
<p><i>Play therapy - (£2,000)</i></p>	<p>Play Therapy helps children find healthier ways of communicating, develop fulfilling relationships, increase resiliency and facilitate emotional literacy. Children use play as a form of communication, play is their natural form of expression. This is targeted support at Queensgate for children with specific and complex needs.</p>	<p>1,2,3,4,5 & 6</p>
<p><i>Help for residentials - (£2,206)</i></p>	<p>At Queensgate it is our aim that all children access trips, visitors and residentials. We support this as necessary. We believe trips enhance the children's learning, making it real and exciting and thus improving vocabulary and writing.</p>	<p>1, 2,3,4,5 & 6</p>

Total budgeted cost: £193,770.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes as indicated by Key Stage 2 SATs:

All pupils: Reading, writing and maths combined

Year	No. in cohort	school	national
2023	55	49%	60%
2024	58	60%	61%
2025	59	68%	62%

Disadvantaged pupils: Reading, writing and maths combined

2023	18	28%	44%
2024	23	43%	46%
2025	22	41%	47%

Overall the school shows an improving trend in outcomes compared to national averages. For disadvantaged pupils, there was a big increase from 2023 to 2024 outcomes but a slight decrease in 2025 and a bigger gap between school and national average. ***This strategy is fully focused on ensuring that Queensgate primary disadvantaged children have a better than national average percentage and close gaps between them and the non disadvantaged cohort.***

From our data analysis the biggest areas affecting disadvantaged children are attendance and behaviour.

Attendance data for the last three Years:

All Pupils:

Year	No. in cohort	school	national
22/23	350	94.1%	94.1%
23/24	365	95.3%	94.5%
24/25	349	94.6%	94.8%

Attendance for those children in receipt of Free School Meals (FSM):

Year	No. in cohort	school	national
22/23	117	91.9%	91.6%
23/24	138	93.8%	92.0%
24/25	130	92.6%	92.4%

Persistent Absence - all pupils:

Year	No. in cohort	school	national
22/23	350	16.0%	16.2%
23/24	365	11.2%	14.6%
24/25	349	16.3%	13.3%

Persistent Absence - FSM:

Year	No. in cohort	school	national
22/23	117	31.6%	29.3%
23/24	138	20.3%	27.1%
24/25	130	23.8%	24.5%

Queensgate is broadly in line with national averages for overall and those in receipt of FSM - but just as it is nationally, Queensgate are struggling to reduce the gap between FSM (Pupil Premium children) and non pupil premium children.

Behaviour: All Pupils (1 or more suspensions)

Year	No. in cohort	school	national
22/23	350	1.01%	0.82%
23/24	365	1.02%	0.99%
24/25	349	1.03%	0.50%

Behaviour: FSM (1 or more suspensions)

Year	No. in cohort	school	national
22/23	131	2.99%	1.16%

23/24	141	2.13%	2.33%
24/25	134	2.99%	1.16%

Pupil Suspension is a last resort but unfortunately is sometimes required.

The overarching aim of this strategy is to close any gaps between FSM/Pupil Premium/Disadvantage children and their non disadvantaged peers.