

Pupil premium strategy statement for Queensgate Foundation Primary School

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

All schools that receive pupil premium (and recovery 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.

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

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	395
Proportion (%) of pupil premium eligible pupils	148 pupils 37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	23 -25
Date this statement was published	31 st December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	SLT
Pupil premium lead	Sam Sillito
Governor / Trustee lead	Stephen Hendry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200544.00
Recovery premium funding allocation this academic year	£18,995.00
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
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>	£219539.00

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*

This document needs to be read in conjunction with our School Development Plan which clearly lays out our priorities. At Queensgate Foundation Primary we are working on good attendance (which has been poor and below national average), good outcomes (currently very poor and well below national average) and subject leaders who know their subject well, ensuring there is a broad and balanced curriculum, whilst focusing on vocabulary and reading standards.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Please see School Development Plan for our Attendance improvement plan.

Please see School Development Plan for our Attainment improvement plan.

Please see School Development Plan for our subject leaders' individual plans.

- *What are the key principles of your strategy plan?*

Key principles of our strategy are around questioning our beliefs and therefore behaviours. We aim to remove the deficit discourse around disadvantage and its impact on learning and participation in school life.

Disadvantaged pupils and their families are not a problem to be solved. They are our school community and held in high regard. We work together to make sure everyone feels they belong in all aspects of school life.

Queensgate Foundation Primary School endeavours to have high expectations, high quality teaching and to be fully inclusive.

Some of our strategies are long term ones, others are short term interventions based on rigorous assessment and the needs of individual children.

We understand the importance of school attendance; the importance of reading and vocabulary acquisition and ensuring they all have equal access to the opportunities provided.

Challenges

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

Challenge number	Detail of challenge
1.	Not enough children are achieving Age Related Expectations in Reading, Writing and Maths.
2.	Attendance – Our attendance is below national average and in the region of one hundred pupils have attendance at less than 90%. It is rare for all the children to be in at the same time. Many parents do not see the importance of regular attendance and verbalise that, as a school, we push this too much.
3.	Lack of parental engagement and support for the children at home. This is for a variety of reasons: poor living conditions, working day and night shift patterns, poor education themselves, not seeing the importance of the interaction with the children.
4.	Limited life experience. East Cowes is a beautiful place to live and many generations of families stay within the community that they have been brought up in. This can reduce aspiration.
5.	Poverty and poor nutrition.
6.	Poor reading skills and poor vocabulary acquisition.

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
Children enjoy school and attend well	Pupil Premium children have attendance above national average or of at least 95%.
Pupil Premium children make accelerated progress to enable them to have the best chance to achieve well at school and reach age related expectations	December data drop – the current attainment of Pupil Premium children with a view to increasing the percentage of Pupil Premium children in the middle of the Venn by July 2023 and July 24.
Parents engage well with teachers to understand expectations of each year group	Improved uptake at parents' evenings. All staff and children carry out an event that they invite parents to across each term.
Pupil Premium children enjoy having a wide experience of visiting different places tied in with attendance and attainment.	Children talking and writing confidently about their trips using taught vocabulary. Better understanding of vocabulary in a variety of contexts.
To enable the children to work towards strong life skills regarding decision making	Increase children achieving ARE by Year 6 to enable them to have better GCSE results and therefore more opportunities. Children understand about healthy eating choices and how to cook within a budget.
More children in receipt of Pupil Premium Funding achieve ARE and the gap between PP and Non-PP reduces	Year 1 Reading Non-PP 76% PP 44% Gap 32% Writing Non-PP 73% PP 50% Gap 23% Maths Non-PP 81% PP 67% Gap 14%

Combined Non-PP 65% PP 39% **Gap 26%**

Year 2

Reading Non-PP 68% PP 58% **Gap 10%**

Writing Non-PP 68% PP 51% **Gap 17%**

Maths Non-PP 75% PP 70% **Gap 5 %**

Combined Non-PP 52% PP 50% **Gap 2%**

Year 3

Reading Non-PP 60% PP 50% **Gap 10 %**

Writing Non-PP 44% PP 20% **Gap 24%**

Maths Non-PP 53% PP 50% **Gap 3 %**

Combined Non-PP 40% PP 10% **Gap 30%**

Year 4

Reading Non-PP 67% PP 53% **Gap 14%**

Writing Non-PP 50% Non-PP 23% **Gap 27%**

Maths Non-PP 74% Non-PP 59% **Gap 15%**

Combined Non-PP 50% PP 25% **Gap 25%**

Year 5

Reading Non-PP 86% PP 42% **Gap 45%**

Writing Non-PP 81% PP 47% **Gap 35%**

Maths Non-PP 84% PP 52% **Gap 31%**

Combined Non-PP 82% PP 32% **Gap 50%**

Year 6

Reading Non-PP 78% PP 50% **Gap 28%**

Writing Non-PP 63% Non-PP 33% **Gap 30%**

Maths Non-PP 72% PP 25% **Gap 48%**

Combined Non PP 61% PP 17% **Gap 44%**

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: £63,564.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of designated music teacher £20896.00</p>	<p>We believe there are many benefits of high-quality music teaching including:</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 to talk about music played and listened to. ➤ 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 and to openly say if they are having difficulties so they can receive more support. ➤ 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 	<p>2, 3, 5 and 6</p>
<p>Attendance at all core provision and network meetings to ensure that all teachers are outward looking and gaining the most up to date information for</p>	<p>The HIAS team have suggested that attendance at English and Maths Core provision improves outcomes for children. It is well documented that quality CPD is important in raising attainment within schools.</p>	<p>1,4,6</p>

<p>their subject - £2990.00</p>		
<p>SLA for attendance - £4515</p>	<ul style="list-style-type: none"> • We believe that 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 website. The SLA builds in capacity for us with a strong Attendance Assistant, who can go out and visit families when children do not attend. She also runs School Attendance Meetings for us. • a child who is absent a day of school per week misses an equivalent of two years of their school life • 90% of young people with attendance rates below 85% fail to achieve five or more good grades of GCSE and around one third achieve no GCSEs at all • poor examination results limit young people’s options and poor attendance suggests to colleges and employers that these students are unreliable • poor school attendance is also closely associated with crime a quarter 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 <p>GCSEs may seem a long way off for you and your child but all absence at any stage leads to gaps in your child’s learning. This in turn can:</p> <ul style="list-style-type: none"> • mean that they fall behind in work • affect their motivation • affect their enjoyment of learning • lead to poor behaviour • affect their desire to attend school regularly affect their confidence in school • mean they miss out on the social life of school and extra-curricular opportunities and experiences • affect their ability to have or keep friendships. 	<p>1, 2, 4, 6</p>
<p>The appointment of a designated worker to work with families so that teachers can focus on teaching and she is an expert in working with families and signposting them to other supportive agencies £27281.00</p>	<p>The school has appointed a FLO to:</p> <ul style="list-style-type: none"> • empower parents 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 to parents 	<p>1, 2, 3, 4, 5 and 6</p>

	<ul style="list-style-type: none"> To provide early intervention that can make a real difference to the lives of parent and therefore of the children whatever their background. 	
Three afternoons a week of an attendance officer £6797.00	As previously outlined.	1, 2 and 6
ELKLAN training – £360.00	There are many children with speech and language issues. We have two ELKLAN trained assistants. The most recent one is focusing her work on EYFS. https://www.elklan.co.uk/ The aim of ELKLAN is for children to develop skills to succeed in life.	1 and 6
Medina House outreach - £4387.00	We have our own research from talking to staff: We currently have a growing number of children being supported by the ASD and Medina House Outreach team. They visit and contact regularly. They write great reports with manageable recommendations which get used towards statutory assessment requests. We are able to borrow equipment and have resources made up. The team are always available to meet face to face or over teams to support staff. The training package is well used by staff here at no extra cost. The team supports other children not on their caseload where they are working with children who are. We can send a query to the team and get a response the same day, even if it is for an un-named child not on their caseload. They have supported us significantly in getting older children to read! This service provides good value for money.	1 and 6
HLTA training to build capacity £725	National Foundation for Educational Research - Research into the deployment and impact of support staff who have achieved HLTA status overwhelmingly suggests that HLTAs have a positive effect on pupil performance. The report also found benefits in reducing teacher workload.	1 and 6

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

Budgeted cost: £96,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four extra TAs. Two in Year 6 and two in Reception - £96,496.00	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.	1,2, 3, 4, 5 and 6

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

Budgeted cost: £94,585.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out and About curriculum with specific out and about teacher £22,446.00	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 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.	1, 2, 3 and 5
Two and a half days for a week for a cookery teacher £13005.00	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.	1,2,3 4, 5 and 6
ELSA trained staff £49358.00	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.	1, 2, 3, 4, 5 and 6
Play therapy - £2000	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.	1,2,3,4,5 and 6
Forest School - £250.00	<ul style="list-style-type: none"> • Our Forest School is used throughout the school to enhance learning, but is used more widely by our EYFS. We believe Forest School develops • self-awareness • motivation • empathy • social skills • communication skills • independence • self-esteem and confidence • physical skills including the development of both gross and fine motor skills • problem solving and risk-taking skills • resilience • concentration <p>The children thoroughly enjoy their Forest School sessions.</p>	1, 2, 3,4,5 and 6

	Forest School is also used as part of our parent engagement strategy.	
Help for residentials - £2206.00	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.	1, 2,3,4,5 and 6
Overtime for clubs - £5320.00	Our staff offer a wide variety of extra-curricular clubs. Many of which are run by TAs sharing a passion.	1,2,3,4,5 and 6

Total budgeted cost: £254,645.00

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.