



## Pupil Premium Statement

### School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

#### RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

#### COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

#### PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

#### POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

### What is the Pupil Premium Grant?

The Pupil Premium is a government grant that targets extra money at pupils from disadvantaged backgrounds. Research shows that these pupils generally underachieve compared to their peers. The premium is given to schools so that they can provide additional support for these pupils and ensure they reach their potential. The Government calculates how much Pupil Premium money each school receives by looking at the number of children at the school who have been registered for free school meals at any time within the last 6 years, and at the number of children in local authority care. These are used as general indicators of deprivation. The school then receives a fixed amount of money per qualifying pupil. The Government is not dictating how schools should spend this money, but schools have to show that they are using it effectively to narrow the achievement gap between children from disadvantaged backgrounds and others. A School's spending strategy should be informed by research evidence, referring to a range of sources, including the toolkit published by the Education Endowment Foundation (EEF). School performance tables include information about the attainment of pupils from disadvantaged backgrounds compared with their peers. This has not been possible for 2020 and 2021 during the pandemic when statutory assessments did not take place.

### How does the school use this money?

The school uses the Pupil Premium grant to fund staffing to either run targeted interventions for pupils from vulnerable groups, or to fund staffing and staff training to improve the quality of teaching & learning which is proven to be the most effective way of raising the achievement of all pupils, especially disadvantaged pupils, or to support disadvantaged pupils' access to enriched educational experiences such as music lessons or visits. Governors ensure that the needs of socially disadvantaged



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pupils are adequately addressed. Children's progress is monitored through termly meetings between the school's senior management and class teachers, and governors receive reports on the results. The Governors of the school recognise that not all pupils who are identified as qualifying for PPG will be socially disadvantaged. They also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. The Pupil Premium lead, together with the Headteacher and SLT, will maintain an ongoing programme of support for disadvantaged pupils, which will be overseen by the Governors' Curriculum Committee. The school's Governing Body will continue to maintain an oversight of the impact of teaching and learning throughout the school to make sure it meets the needs of all pupils, including those from disadvantaged backgrounds.

### What have we achieved to date and plan to achieve through use of the Pupil Premium?

Our major concern is the achievement of children. Over the next few years our aspiration is to diminish the difference in achievement between children from advantaged backgrounds and those that face challenges.

Extract from Ofsted Monitoring Visit (November 2019) "Leaders have high expectations for all pupils...All pupils know that teachers are ambitious for them and want them to be the best they can be."

### Pupil Premium Strategy Statement (Sept 2021 – July 2024) School Overview

Detail	Data
School name	Queensbridge Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Bailey, Headteacher
Pupil premium lead	Kate Dingle, Deputy Headteacher
Governor / Trustee lead	Dipti Mouj, lead for disadvantaged pupils



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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,680
Recovery premium funding allocation this academic year	£8,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,080

*NB. PPG funding is calculated on the numbers of pupils who have been registered as entitled to FSM at any time within the last 6 years (called the 'Ever 6' method) at the time of the October annual census data. The School may also receive Pupil Premium for pupils who have previously been in care. This is called Pupil Premium Plus (Please see school guidance at bottom of page in relation to this). It is important to understand that the PPG is allocated and spent in accordance with the financial year which is not aligned with the academic year. This means that the use and impact of PPG for the financial year crosses two academic years, the summer term of one academic year, and the Autumn and Spring terms of the next academic year.*

#### **Note re. Pupil Premium Plus**

*Pupil premium plus is currently £2,345 per child per year. The money is paid directly to the school, it isn't ring fenced and schools do not have to spend the money on an individual child. It is up to the school how they spend the money, although schools should look at the particular needs of a looked after child or previously looked after child. The Department for Education recommends that schools consult with parents and guardians when making decisions about how the money is spent. At Queensbridge our approach is that the core element of the Pupil Premium Plus (£1,345) is used as part of the School's wider PPG strategy to maximise impact. We liaise with parents & guardians with regard to the additional amount on top of this to personalise the expenditure according to the needs of the child.*

### **Statement of Intent**

The core principle underpinning our PPG Strategy is to ensure the attainment/achievement gap between our disadvantaged and non-disadvantaged pupils is narrowed, and ultimately closed. 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. 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 Key Objective is therefore "To accelerate progress of disadvantaged/vulnerable pupils, especially those at risk of underachieving". Our approach will be responsive



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to common challenges and individual needs, rooted in robust assessment. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
  - 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, for example through a focus within staff performance appraisal
- Our current PPG Plan continues the strategies used prior to the pandemic which had proved successful in achieving our overall aim.

These are as follows in summary:

- To improve the quality of first wave teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)
- To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions
- To enable wider access for disadvantaged/FSM pupils to specialist music tuition
- To support disadvantaged/vulnerable pupils to develop self-esteem/confidence to impact on 'capacity to learn' 5
- Ensuring high quality, and quantity, of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning
- Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning

### 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 on entry to the school through to end KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments & observations indicate disadvantaged pupils generally have greater difficulties with reading fluency, stemming from less secure phonics, underdeveloped vocabulary, less secure contextual & syntactic cueing, etc. than their peers. This negatively impacts their development as readers, and impacts on progress in wider curriculum.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.



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4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
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### Intended Outcomes and how they will be measured

Intended Outcome	Success Criteria
We continue to diminish the difference between PP and non PP children in terms of attainment and progress.	Data across all year groups shows no difference between PP and non PP children.
PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of their financial situation.	Registers for instrumental lessons and clubs show high proportion of PP children have access to all activities and events run by the school and that PP pupils are not restricted for financial reasons.
PP children have access to mental health support, learning mentors and	Referrals to Place2Be are made with PP children (as well as those involved with social services)
Raise the self-esteem and ambition of pupil premium children across all year groups.	Through having the same inclusive access to all provision, PP children do not see themselves as different from their peers. PP children are keen and excited to learn and recognise the opportunities an excellent education can provide.

### Planned Expenditure – Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
All pupils achieve at	Rapid intervention groups for all year	Intervention ensures children are taught in smaller groups,	Learning walks, formal teaching and



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<p>ARE or above to diminish the differences in attainment and progress between PP and non PP children.</p>	<p>groups in Reading, Writing and Maths to improve the quality of outcomes for targeted pupils. Learning walks, formal teaching and learning reviews, book looks, planning reviews, data analysis. The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors. Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data. End of year assessment show that PP achieve in line with their peers if not above. End of year data tracking shows that PP make progress in line with their peers.</p>	<p>with accurately pitched work, enabling pupils to be given focussed and individual attention. Focused interventions enable children to close any gaps they may have in their learning, through regular practice and smaller ratios of adult to child.</p> <p>TAs work closely with teachers to target PP pupils in small guided groups during lessons. TAs lead short targeted interventions to rapidly close gaps for PP in spelling, phonics and arithmetic.</p>	<p>learning reviews, book looks, planning reviews, data analysis. The PP lead will focus specifically on the data for PP children, which is tracked throughout the year and reported to Governors. Termly review and adaptation of provision by PP lead and Head teacher following assessment and analysis of data. End of year assessment show that PP achieve in line with their peers if not above. End of year data tracking shows that PP make progress in line with their peers or above.</p>
<p>Develop the quality of teaching by offering outstanding professional development and CPD opportunities for every teacher and leader.</p>	<p>Design a highly ambitious rolling teacher CPD programme firmly rooted in classroom practice.</p> <p>Start the new ECT programme for Early Career Teachers, training them to be good to outstanding practitioners by the end of the two years.</p> <p>Develop Specialist Leaders in Education who lead teams and improve practice in their</p>	<p>Good to outstanding teaching is the greatest lever schools have to improve outcomes of disadvantaged children Retaining outstanding practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p>	<p>Carefully track the impact the training (including CPD) has had on staff by looking at books, conducting learning walks and scrutinising data.</p> <p>Use skills and knowledge learnt in sessions to support and teach our most disadvantaged students.</p>



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	<p>own school as well as in other schools.</p> <p>Further develop and expand our Lead Practitioner Programme, developing aspiring leaders for the future.</p>		
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### Planned Expenditure – Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>PP children receive the same level of experiential learning, through inclusive access to the range of enrichment, clubs and events that are embedded across the school, regardless of financial reasons.</p>	<p>Use PP funding, where applicable, to enable children to access the extra curriculum events and extended school services we provide, including:</p> <p>Breakfast and after school club, for example Football, Athletics, Chess, coding, Science and Art festival, instrumental lessons, choir and forest school.</p>	<p>Evidence shows exposure to sport; artistic and musical activities raises attainment.</p> <p>Providing exposure to sporting, musical and artistic events that they might not otherwise get to experience will ensure inclusivity and shared experience, which will lead to a greater depth of knowledge, vocabulary and relation to the topics and experiences that are vital to child development.</p>	<p>Club coordinator, music lead and PP coordinator to arrange for PP children to be provided for and where necessary, funded for to take part in the same range of enrichment, clubs and events. PP lead to monitor registers with regards to attendance of PP pupils. Have conversations to encourage parents of PP children who are not accessing this provision. Ensure that PP children do not miss out on trips due to financial reasons.</p>
<p><u>COVID permitting</u> To participate in</p>	<p>To provide new experiences and opportunities for PP children linked closely to</p>	<p>Enriching opportunities where children get to experience a broad</p>	<p>Inform parents and carers about the trips well ahead of the time. Offer each</p>



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<p>a number of trips linked to topics in each year group so that children have detailed knowledge of the subject area.</p>	<p>the curriculum within each year group.</p>	<p>range of activities related to the topic they are studying is a valuable resource and learning avenue. This will encourage engagement and enthusiasm within school. Children have prior and ongoing knowledge of the topics covered in class having attended additional Trips/opportunities. Increased opportunities to extend depth of knowledge and vocabulary.</p>	<p>of the trips for free, including travel, so the day out is accessible for all our PP students. PP co-ordinator to monitor registers with regards to attendance of PP pupils on the identified trips for each year group. Teacher feedback shows an increased level of engagement in lessons. Outcomes of pupils' work reflects the additional opportunities they have been given.</p>
<p>Raise the attainment level of Pupil Premium children through our book based curriculum</p>	<p>To use the benchmarking scheme to assess pupils' reading and comprehension skills</p> <p>To use our highly trained reading specialists to boost pupils' reading ability and close gaps rapidly.</p> <p>Make each reading corner highly engaging to encourage children to take out books to read at home.</p> <p>Use reading mileage to target PP students to raise the profile of reading and boost reading for pleasure</p>	<p>Exposing pupils to high quality text and rich vocabulary rapidly improves reading and comprehension skills.</p> <p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons.</p>	<p>Review the Literacy and reading programme 2020-21 and replace units of learning which were less effective.</p> <p>Analyse PP reading data and select those children who need to read a wide range of text to close the attainment gap.</p>





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### Planned Expenditure – Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>Ensure that PP children access a healthy and varied diet and are not coming to school hungry.</p>	<p>Funded access to Breakfast and Afterschool club – before and after school clubs which would include breakfast and/or tea.</p>	<p>Children require healthy and nutritious food to thrive: physically, mentally, emotionally and academically. Access to food is a basic human right. Providing care will support low-income families in being able to access employment which is beneficial for families and children. Provide opportunities to develop social skills around eating – table manners, conversation etc. outside of the home environment.</p>	<p>Extended schools lead and PP coordinator to monitor registers with regards to attendance of PP pupils. Lead conversations with parents of PP children who are not accessing this provision and offer where applicable.</p>
<p>Promote safe and environmentally friendly travel to and from school.</p>	<p>Train children in all year groups about travelling safely to school and teach how to mitigate risks: crossing the road, using road crossings and walking on pavements. Promote walking, scootering or cycling to school. Ensure a SLT member guards the front gate of the school at the beginning of the day and the end of the day. Teach children cycling</p>	<p>Evidence shows that some groups of children do not pay enough care to traffic as they are not aware of the dangers Training children how to negotiate traffic ensures they arrive safely at school and at home. Travelling to school by foot, scooter or bike increases health Educating children</p>	



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	<p>and scooter proficiency in the summer term with a focus on PP (hire bikes where necessary).</p> <p>Educate the local community further about our safer streets and evaluate the effect on pupil safety and wellbeing.</p>	<p>about safe driving, parking and idling will encourage parents to drive safer around school streets.</p> <p>Safer streets will continue to help our PP children to travel to school safely.</p>	
<b>Total cost of all initiatives:</b>			£203,080

### Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2019/20 & 2020/21 were therefore not realised, solely attributable to the impact of Covid lockdowns. Our assessment of the reasons for these outcomes points primarily to Covid-19 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. The impact was partly mitigated by our commitment through use of Catch Up Grant to support DIS families with IT hardware and the development of Google Classroom as a remote learning platform. Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was no lower than peers through targeted inclusion of PPG/Vulnerable pupils at school during lockdown closure. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used the School main budget and Catch Up Grant to prioritise 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.



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