

Pupil premium strategy statement – Queen’s Park Academy

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	480
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-25, 25-26, 26-27
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	Matt Britt (Chief Education Officer)
Pupil premium lead	Nicola Hannibal (Vice Principal)
Governor / Trustee lead	Paul Reidy (Chair Local Academy Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£109,080.00

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Park Academy our mantra is 'High Expectations lead to High Achievers' and this is reflected in our culture across the school. We are committed to ensuring that our disadvantaged pupils will achieve at least in line with non-PPG children, focusing specifically on academic attainment and personal development.

Outstanding Teaching and Learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a constant and relentless focus. In addition to this, there is a targeted in-depth programme of intervention and support strategies that are deployed in order to meet the objectives for our disadvantaged pupils. Our ultimate objectives are:

- Improve levels of attainment and progress to ensure all pupils achievements are at least in line with their starting points.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Support pupils well-being to enable them to access learning and enabling them in becoming aspirational, confident and successful learners

Academic Objectives

- Improve levels of attainment and progress to ensure all pupils achievements are at least in line with their starting points.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We aim to achieve the above objectives through:

- Ensuring that teaching and learning is inclusive and supports the needs of all learners.
- Assessing gaps in key knowledge and skills and planning targeted interventions to address these.
- Online software to engage and develop key skills.
- Booster groups in Year 6 to decrease class sizes and offer targeted teaching to identified children.
- Subsidised costs for wider learning opportunities across the curriculum, including residential activities.
- CPD plan for staff to ensure teaching and learning has maximum impact and development points in teaching that have been identified through the self-review programme are addressed.
- Developing outstanding leadership through internal mentoring and coaching, in addition to external CPD opportunities.

Pastoral Objectives

- Support pupil's well-being to enable them to access learning and enabling them in becoming aspirational, confident and successful learners.

We aim to achieve the above objectives through:

- Support offered from the Inclusion Team which includes several different strategies eg ELSA, Sulp, Think Bricks Therapy, Draw and Talk, Zones of Regulation etc.
- Zones of Regulation in embedded across the school and taught through the PSHE curriculum.
- Cyclical PSHE curriculum that is bespoke and adaptable to ensure it meets the needs of the cohorts of pupils.
- Enrichment opportunities offered to pupils and uptake of disadvantaged pupils promoted and tracked.
- Subsidised residential trips for disadvantaged pupils to increase uptake of attendance.
- Social skills promoted at break times through the use of adult led games and zones in the playground. Friendship Ambassadors from all classes lead positive play activities daily.
- CPD for staff to include understanding and using strategies to support a variety of children's needs eg Attachment, ASD, Young Carers, Bereavement training.
- Pupil Voice survey used effectively – responses analysed and appropriate support put in place as a result.
- Additional support in place to support pupils in transitions from Y2 to Y3 and from Y6 to Secondary School.
- Support to improve attendance for identified pupils.
- Range of positive reward strategies in place across the school. House point system, Character Awards, Reading Incentives.
- Positions of responsibility awarded to pupils to develop skills in preparation for making a positive contribution to society as future adults.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points PPG pupils enter our school with lower KS1, phonics and EYFS results.
2	Lack of parental support Support at home with home learning activities and reading is low.
3	Persistent Absence and attendance Analysis shows that PPG children have higher levels of persistent absence, leading to more lost learning time.
4	Lower access to wider experiences Many pupils do not have access to wider life experiences that support curriculum learning and personal development

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
Attainment in Reading, Writing and Maths	Attainment of all disadvantaged pupils to be at least in line with their starting points eg KS1 or baseline data in Reading, writing and maths.
Progress in Reading, Writing and Maths	Reduce gap between disadvantaged and Non-disadvantaged pupil's average progress scores in Reading, Writing and Maths.
Attendance	Ensure attendance of disadvantaged children is above 95%

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: £ 49,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vice Principals teach Year 6 Booster groups to allow Year 6 to be taught as smaller sets. £32368 Including on costs	EEF (+2) Reducing Class sizes: Smaller classes impact upon learning because the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. In our Year 6 cohort, we have used the booster group to reduce 2sets to under 15 pupils. These sets have a higher proportion of disadvantaged pupils in them.	1, 4

<p>CPD targeted to develop a range of strategies used in the classroom.</p> <p>Rosenshine's Principles underpin the CPD.</p> <p>Use of Great Teacher Toolkit to facilitate this.</p> <p>£10,000</p>	<p>EEF(+6) Feedback</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Rosenshine's Principles CPD ensures that there are a range of effective classroom strategies which include scaffolding and support, modelling, checking understanding, reviewing, sequencing etc.</p>	1, 4
<p>Leadership development</p> <p>£7,000</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Effective leadership ensures that there is effective teaching and learning across the school, which in turn leads to higher outcomes for pupils. NPQ programmes and coaching and mentoring accessed by leaders.</p>	1, 4

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

Budgeted cost: £ 26,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended Schools</p> <p>Delivered by Teachers, after school for an hour a week. 1:10</p> <p>£10,000</p>	<p>EEF (+4)</p> <p>As above. Small group tutoring that is targeted for specific objectives. These have been selected using data and test scores.</p>	1, 4
<p>Teaching Assistant interventions.</p> <p>These include:</p>	<p>EEF (+4)</p> <p>Well-evidenced teaching assistant interventions are targeted at pupils that require additional support and can help</p>	1, 4

1:1 Reading Phonics intervention using SSP Phonics scheme SALT £12,500	previously low attaining pupils overcome barriers to learning and catch-up' with previously higher attaining pupils. Interventions are selected based upon the needs of the pupils. Interventions are tracked and analysed for impact.	
Online learning platforms (Reading Plus, Spelling Shed, MyMaths and Times Table Rock stars) £2840	Online platforms for reading have proven effective in promoting fluency, stamina and comprehension. Online learning platforms for Maths engage pupils at home and increase their recall of multiplication facts	1, 2, 4
Verbal reasoning tuition £400	Additional learning sessions related to verbal reasoning have supported children to access selective educational testing for grammar schooling.	2, 4, 5
Reading Incentives such as reading bingo and board games £1000	Identified that children were not reading at home regularly and these incentives have proven to increase quantity and types of reading at home.	1, 2, 4, 5

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

Budgeted cost: £ 32,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support A full time pastoral support worker (ELSA, Think Bricks and Draw and Talk, Sulp trained) in post to work 1:1 or in small groups with children requiring SEMH/pastoral support. £16,093	EEF (+4) Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	6

	Covid-19 has had a significant impact upon the SEMH needs of the pupils and the caseload of children requiring support from the Inclusion Team has increased.	
Attendance Officer supports families where attendance is not over 96% and also works directly with the children. Home visits, reward charts, special jobs, parenting contracts are examples of strategies used to raise attendance. £10440	Evidence shows that children with lower attendance have higher gaps in essential knowledge and skills across the curriculum.	3
PSHE curriculum Use of Zones of Regulation as a whole school strategy and an embedded cyclical PSHE curriculum, including training and use of Friendship Ambassadors, visiting speakers, quality SRE materials. Introduction of Anti Bullying Ambassadors. £2364	Pupil voice survey analysis demonstrates that pupils use the strategies they are taught and feel safe at school, being aware of all the mechanisms in place to support their well-being.	5, 6
Subsidies for residential opportunities £4075	Off site experiences are proven to improve pupil's resilience, team work and independence and offer them experiences that may not be available to them through their family circumstances. Curriculum based residential also lead to increased knowledge and skills about the relevant topic.	5, 6

Total budgeted cost: £ 109,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 24-25

KS2 SATs

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data and our own internal assessments.

Context

Progress has been difficult to track due to the absence of KS1 attainment data on account of the COVID19 pandemic. There is also insufficient data from EYFS for these particular children as many of them moved to the UK over the course of their primary education. It should also be noted that there are significantly higher numbers of SEND (27%) children making up this cohort of disadvantaged students. This further disadvantage should be considered when comparing progress to that of their peers.

Disadvantaged Pupils Attainment and Progress - Reading

1 child did not sit KS2 SATs as was disapplied due to SEND needs. All children met or exceeded their baseline grade assigned when they joined QPA. 3 children exceeded their baseline grade. 5 pupils have no KS1 data

Reading		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Benchmark upon joining QPA	PKF (0)							
	WTS (13)		4 (30%)	7 (55%)	2 (15%)		4 (30%)	9 (70%)
	EXS (3)			2 (66%)	1 (33%)		2 (66%)	1 (33%)
	GDS(0)							

Reading Attainment	EXS +	GDS
QPA PPG on entry Y3	19% (3)	0
QPA PPG (22) KS2	77% (17)	18% (4)
National PPG	63%	10%

Disadvantaged Pupils Attainment and Progress – Writing

1 child did not sit KS2 SATs as was disapplied due to SEND needs. All children who sat KS2 SATs equalled or exceeded their benchmark grade upon joining QPA.

Writing		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Benchmark upon joining QPA	PKF (0)							
	WTS (12)		6(50%)	6(50%)			6(50%)	6(50%)
	EXS (4)			4(100%)			4(100%)	
	GDS (0)							
	PKF (1)	Did not sit SATs as not able to access				6%		

Writing Attainment	EXS +	GDS
QPA PPG on entryY3	25% (4)	0%
QPA PPG (22) KS2	73% (16)	0
National PPG	59%	8%

Disadvantaged Year 6 SATS Maths

1 child did not sit KS2 SATs as was disapplied due to SEND. All children met or exceeded their baseline grades. 6 children exceeded their baseline grade

Maths		Key Stage 2				Progress		
Number of pupils		PKF	WTS	EXS	GDS	-1	0	1+
Key Stage 1	PKF (1)							
	WTS (7)		5 (71%)	2(29%)			5 (71%)	2(29%)
	EXS (9)			9(100%)			9(100%)	
	GDS (2)							
	WTS (1)	Did not sit SATs as not able to access						

Maths Attainment	EXS +	GDS
QPA PPG on entryY3	56% (9)	0% (0)
QPA PPG (22) KS2	56.3% (9)	9%(2)
National PPG	61%	9%

Enrichment Opportunities

Residential

Y3 – 50% of PPG attended 73% of cohort attended

Y4 – 44% of PPG attended 55% of cohort attended

Y5 – 86% of PPG attended 62.5% of cohort attended

Y6 – 10% of PPG attended 40% of cohort attended

100% of PPG children in Year 6 attended either the residential or at least 1 trip in activities week. 96% of cohort attended at least one trip.

Year 6 Roles of Responsibilities

Prefects - 51% of PPG prefects 45% of cohort were prefects

Attendance

Year group	PPG QPA	PPG FFT National 23-24	Difference	Non PPG QPA	Non PPG FFT National 23-24	Difference
All	93.5%	91.8%	+1.7	96.4%	95.2%	+1.2
3	93.86%	92.2%	+1.66	97.13%	95.6%	+1.53
4	93.78%	92.2%	+1.58	96.42%	95.6%	+0.82
5	94.07%	92%	+2.07	96.33%	95.5%	+0.83
6	92.31%	91.9%	+0.41	95.72%	95.4%	+0.32

The attendance figures show an increase when compared against the FFT National data. However, there is difference between the Non PPG and PPG pupils at QPA. This will therefore be an area to focus on in 25-26.

Waiting for the National 24-25 data to be released.

Persistence Absence for PPG pupils in 24-25 was 20% compared to the National PPG figure of 22% (National tbc)