



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	THE QUEENSWELL FEDERATION
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governors
Pupil premium lead	Spencer Clayton
Governor lead	David Hood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208065
Recovery premium funding allocation this academic year	£10113.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£218178.75</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Queenswell Federation acknowledges the responsibility for 'socially disadvantaged' pupils and we are committed to meeting their pastoral, social and academic needs within our school. We are committed to 'narrowing the gap' between vulnerable pupils and the Pupil Premium funding forms a vital part of that process. Our approach the Pupil Premium through the following principles:

- Ensuring that learning and teaching opportunities meet the needs of all pupils;
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged are adequately assessed and addressed;
- Recognising that not all pupils who receive free school meals will be socially disadvantaged, as well as that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- Allocating the funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- Allocating the funding following a 'needs analysis' to identify priority class, groups or individuals.

We want to invest some of the PP fund in longer-term change which will help all pupils. It is vital that all staff are aware of who their disadvantaged pupils are in order for them to provide appropriate support and guidance to raise standards and progress across the curriculum, as well as to form lasting relationships with families.

## Challenges

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

Challenge number	Detail of challenge
1	Reading attainment at the end of KS1 is lower for pupils eligible for PP than for non-PP.
2	Significant focus of PP children in year 1 in reading, writing and mathematics.
3	Mathematics attainment at the end of KS1 and KS2 is lower for pupils eligible for PP than for non-PP. In addition, progress at the end of KS2 was lower than peers
4	Progress of KS2 pupils in writing is less than peers

4	Provide extra support for children who have emotional and behavioural difficulties and support for vulnerable families including addressing issues around attendance.
5	Children from vulnerable families may miss quality-learning experiences provided through school visits and trips that incur costs to parents/carers. Missing such opportunities will have detrimental effect on academic progress as well as social and emotional development.
6	Academic and emotional well-being support for CIC children

## 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
Continue to diminish the difference between PP and non-PP for attainment in reading by the end of Key Stage 1 & 2.	Planning and provision for reading, will be consistent across all classes. Children will have access to writing opportunities across the curriculum and outside in KS1.
Continue to develop children's language skills across year 1 to develop the whole curriculum	Children become more fluent at reading, successfully using phonics, and writing.
Continue to diminish the difference between PP and non-PP and progress for attainment in mathematics at the end of Key Stage 1 & 2	Teachers are able to differentiate appropriately and have an understanding of the different methodologies.
Continue to diminish the difference for attainment between PP and non-PP children in writing at the end of Key Stage 2.	Planning and provision for writing, will be consistent across the Juniors. Children will have access to writing opportunities across the curriculum.

## 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: £ 140162

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to diminish the difference between PP and non-PP for	Opportunities for collaborative learning have been shown to be effective as discussed in reliable evidence sources	1

attainment in reading by the end of Key Stage 1 & 2.	<p>such as the EEF Toolkit. In-Class differentiation including mixed ability work where children have peer role models has a positive effect on learning and outcomes.</p> <p>Reliable evidence sources such as the EEF Toolkit suggest that, on average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. We strive to identify children at risk of underachieving early on and focus on speaking and listening skills in order to raise standards in reading and writing in subsequent years</p> <p>Identified children need to develop speech &amp; and language skills in order to achieve well in reading and writing.</p>	
Continue to diminish the difference between PP and non-PP and progress for attainment in mathematics at the end of Key Stage 1 & 2	<p>Consistent use of White Rose materials from EYFS to KS2  <a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a></p> <p>Targeted support in small groups has been shown to help raise standards for children who need a little extra to help 'catch up' with peers.</p> <p>TT Rockstars after school club  <a href="https://trockstars.com/">https://trockstars.com/</a></p>	3
Continue to diminish the difference for attainment between PP and non-PP children in writing at the end of Key Stage 2	<p>Continue to develop writing opportunities with links across the curriculum.</p> <p>Targeted support given to those children who need extra support through releasing the class teacher to undertake a target group.</p>	4

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

Budgeted cost: £ 45740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop children's language skills across year 1 to develop the whole curriculum	<p>Targeted support in small groups has been shown to help raise standards for children who need a little extra to help 'catch up' with peers.</p> <p>Children need the opportunity to be heard reading and talk about what they</p>	2

	<p>have read on a regular basis at an appropriate levelled text.</p> <p>Children will have individualised reading programmes and regular phonics intervention to support their reading and writing.</p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/">https://www.littlewandlelettersandsounds.org.uk/</a></p> <p>Groups have been identified and will receive support from HLTAs and other teaching assistants.</p> <p>In addition, the continuous provision introduced last academic year is in review with further enhancements as a result of feedback</p>	
Children In Care support	<p>Targeted bespoke 1:1 work for CIC children in order for them to improve attainment and progress, meet their PEP targets and have the opportunity for emotional support. Support for families through family fun</p> <p>Links with Barnet Virtual School</p> <p><a href="https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/barnet-virtual-school">https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/barnet-virtual-school</a></p>	6

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

Budgeted cost: £32276.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extra support for children who have emotional and behavioural difficulties and support for vulnerable families including addressing issues around attendance.	<p>To ensure solid foundations with their emotional health and well-being. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>First day response will ensure that parents have a greater awareness and understanding about the importance of attendance.</p>	5

	<p>If pupils want to come to school then this should promote good attendance amongst parents/ carers</p> <p>Staff have had additional support and training for the zones of regulation, which is a tool to manage self-behaviour. There is whole school initiative on growth mindset (regularly part of our assembly &amp; PSHE programme)</p> <p><a href="https://www.buildinglearningpower.com/">https://www.buildinglearningpower.com/</a>  <a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a>  <a href="https://www.mindsetworks.com/science/">https://www.mindsetworks.com/science/</a></p> <p>CFSW to provide mentoring for individual pupils</p>	
<p>Children from vulnerable families may miss quality-learning experiences provided through school visits and trips that incur costs to parents/carers. Missing such opportunities will have detrimental effect on academic progress as well as social and emotional development.</p>	<p>Pupils need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economical background.</p>	<p>6</p>

**Total budgeted cost: £218178.75**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

It is recognised that the effect of the pandemic and subsequent lockdowns potentially had a bigger impact of Pupil Premium families because of access to resources for remote learning. Whilst the school closure was two years ago, it continues to have a lasting impact for some of our families as many were unable to access online learning for a number of reasons. Many children (currently years 3 & 4) would have missed out on early years education.

At the end of key stage 2, reading outcomes were above non PP peers.

The tutoring money was used to support a PP school refuser with regular sessions online. Due to the need by the DfE for the school to top up funding from its own limited budget, this has not been used.

TT Rock stars supported year 3 and 4 children in an after-school club to increase confidence and fluency with times tables. Maths leader spent time with year 4 children in class supporting PP children. Year 4 PP children made more progress and attained higher than their peers.

CIC supported for reading and made good progress with reading fluency and being able to sequence a text

The upward trend in results in phonics in year 1 is due to the targeted intervention and focus of the Infant Staff in ensuring Little Wandle consistently and regularly followed throughout the school.

By implementing the continuous provision, children in year 1 were ready to access the curriculum more formally than in previous years.

## Further information

Other areas where further focus is need with regard to PP children is:

- Year 2 writing
- Year 4 writing & mathematics
- Y5 mathematics
- Y6 writing