Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queens Road Academy
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2027
Statement authorised by	
Pupil premium lead	Jon Smith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£74,000
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,000

Part A: Pupil premium strategy plan

Statement of intent

At Queens Road Academy, we are committed to ensuring that every pupil, regardless of their background or circumstances, has the opportunity to thrive and reach their full potential. We recognize that socio-economic disadvantage should not be a barrier to academic success or personal growth. Our Pupil Premium strategy is designed to address the challenges faced by disadvantaged pupils, close any attainment gaps, and provide enriching experiences that broaden horizons and raise aspirations. Through targeted support, high-quality teaching, and a nurturing school environment, we aim to empower all our pupils to succeed, both in their academic journey and in their future lives beyond our school.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Education Endowment Foundation).

In addition to high quality teaching, we will select a small and focused number of strategies that we identify will have the greatest impact upon our pupils. These interventions are delivered by highly trained staff to ensure progress is ensured. We aim to ensure that our Pupil Premium Strategy underpins and enhances the school’s overall strategic aims and planning.

Funding will also support the wider family and community issues such as attendance and a pro-active approach to pastoral support. We also aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

Challenges

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

Challenge number	Detail of challenge
1	A number of children enter EYFS with poor speaking, listening and communication skills.
2	The attendance of disadvantaged pupils lags behind non-disadvantaged, leading to gaps in attainment.
3	Historically, the attainment of disadvantaged pupils is significantly behind non-disadvantaged pupils
4	20% of our Pupil Premium learners also have SEND.

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
Improve early language and communication skills for disadvantaged pupils in EYFS.	85% of disadvantaged pupils in EYFS will meet age-related expectations in Communication and Language by the end of the academic year. Increase in the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) to be in line with national averages. Improved scores on early language assessments for disadvantaged pupils throughout the year.
The attendance of disadvantaged pupils lags behind non-disadvantaged, leading to gaps in attainment.	Reduce the attendance gap between disadvantaged and non-disadvantaged pupils to less than 1%. Increase overall attendance for disadvantaged pupils to at least 96%. Reduce persistent absence among disadvantaged pupils to below 10%.

Historically, the attainment of disadvantaged pupils is significantly behind non-disadvantaged pupils.	Reduce the attainment gap in Reading, Writing, and Maths combined at KS2 by at least 5 percentage points each year. Increase the percentage of disadvantaged pupils achieving the expected standard in RWM at KS2 to within 5% of national averages for all pupils. Improve progress scores for disadvantaged pupils in Reading, Writing, and Maths to be positive and in line with national averages.
20% of our Pupil Premium learners also have SEND.	100% of Pupil Premium pupils with SEND have detailed, regularly reviewed Support Plans that address both their SEND and disadvantage-related needs. Increase the percentage of Pupil Premium pupils with SEND making expected or better progress in Reading, Writing, and Maths by 10% year-on-year. Improve attendance rates for Pupil Premium pupils with SEND to match those of non-SEND Pupil Premium pupils. Increase parental engagement for this group, with 90% attendance at parents' evenings and SEND review meetings.

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: £33,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a whole school approach to the delivery and assessment of phonics, demonstrating fidelity to RWInc throughout Foundation Stage & KS1, ensuring that disadvantaged children make good progress towards reading and comprehension. RWInc CPD delivered through a nominated practitioner, involvement in RWI Leadership CPD & Staff Development Days. Focused CPD and use of the RWI Portal to support KS2 staff in delivering 'Fresh Start' as an intervention to support low attaining PP pupils in Reading & Writing. Opportunities for Early Reading Lead to be released from class to monitor the quality delivery of Phonics. Resources to support the teaching and delivery of the phonics scheme, including intervention materials. Allocated time for the phonics lead to model and support in the planning and delivery of phonics.	*The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.* *https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf* *EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.* *Phonics | EEF (educationendowmentfoundation.org.uk)*	1, 3

Middle leaders ensure class teachers are using quality first teaching strategies to support children in the classroom. Weekly CPD sessions are scheduled to ensure that staff are up to date with delivering high quality teaching and learning in-line with school improvement priorities. Cohort Action Plans precisely identify children who require an additional focus in the classroom and also those requiring intervention support.	EEF research supports the most effective strategy is Wave 1 quality first teaching. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	1,3
Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve EXS or above. Ongoing programme of CPD to support teaching and learning. QFT delivered in the first instance, with intervention and analysis groups implemented to address gaps in learning in a timely and targeted way.	Research identifies positive outcomes for pupils through timely and targeted intervention. Time spent on quality CPD to improve staff practice. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk) The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,3
Implement a comprehensive approach to supporting Pupil Premium children with SEND, ensuring they make good progress across all areas of learning. Specialised SEND CPD delivered to all staff, focusing on inclusive classroom practices and differentiation strategies. Implementation of evidence-based interventions tailored for PP children with SEND, such as precision teaching and speech and language therapy. Opportunities for SENCO to be released from class to monitor the	The EEF guide to Supporting Children with Special Educational Needs and Disabilities states that high-quality teaching is crucial for pupils with SEND, who are more likely to be from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf EEF research evidences that targeted interventions matched to specific students with particular needs can be effective, es-	4

quality of SEND provision and support teachers in planning and delivery. Resources to support the teaching and delivery of SEND interventions, including assistive technology and specialised learning materials. Allocated time for the SENCO to model effective teaching strategies and support in the planning and delivery of personalized learning plans for PP children with SEND.	pecially for older pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: £10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored interventions for children across school to close identified learning gaps. CPD for all staff. Evidence Folders to be established and kept by class teachers. TAs to support with classroom management during delivery of intervention.	Research identifies positive outcomes for pupils through timely and targeted intervention. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	3
Booster classes to take place in order to continue to narrow the gap in Year 6 to focus on RWM and SPAG. From November 2024 (2 x 1 hour per week (30).	Research identifies positive outcomes for pupils through timely and targeted intervention. Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £30,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Parent Support Advisor (PSA) to conduct targeted interventions, including home visits for disadvantaged pupils with attendance below 90%, daily phone calls to absent students, and creation of personalized attendance action plans. Implementation of a rewards system to motivate pupils and celebrate good attendance. Enhanced parent engagement through termly coffee mornings, workshops on the importance of attendance, and regular attendance meetings where parents can discuss concerns with the PSA and senior leaders. Collaboration with external agencies, such as the Education Welfare Officer and local community organizations, to provide additional support for families facing complex challenges that impact attendance.	Evidence from EEF supports implementing a Parent Support Advisor (PSA) in schools by highlighting the need for strategic parent engagement. A PSA can develop tailored approaches for different age groups, reach out to less involved parents, promote effective home learning activities, guide parents on supporting older children's self-regulation, conduct needs assessments, and ensure targeted communication. They can also align expectations between home and school, implementing structured programs for families with greater needs, organizing accessible workshops, and conducting home visits when necessary. Overall, a PSA can address the gap in schools' current parent engagement strategies and provide sustained, evidence-based support to optimise the home-school connection. Positive parental engagement can have an impact of up to 4 months additional progress. Parental engagement | EEF (educationendowmentfoundation.org.uk)	2

Early identification of children with SEND. Positive impact seen on progress and attainment of SEND/disadvantaged pupils. PSA and SENCo to support families and children presenting with SEMH difficulties	EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	2, 4

• PSA and SENCo to support families through EHA framework, Social Services support and intervention • Weekly celebration assembly • Social media celebration of achievements • Opportunities for pupils eligible for pupil premium to learn a musical instrument		
Activities to take place to improve aspirations of children and encourage them to attend school. Seek out parents, people, businesses/education providers and possible opportunities to share their experiences and journey to success. Invite visitors into school to speak to pupils from different backgrounds and providers. Provide curricular opportunities for pupils to develop their wider experiences and engage within the community (residentials, curricular school trips, attend performances, working within the community and wider enrichment).	EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	2,3

Total budgeted cost: £74,000

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes – REVIEWED JULY 2025 and SEPTEMBER 2026

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome in 2024/25
Improve early language and communication skills for disadvantaged pupils in EYFS.	**Target Achievement: LARGELY MET** **Evidence of Impact** Listening and Attention (Emerging): 23.3% → 20.8% (-2.5pp improvement) Listening, Attention and Understanding (Expected): 76.7% → 79.2% (+2.5pp improvement) Speaking (Emerging): 23.3% → 12.5% (-10.8pp improvement) Speaking (Expected): 76.7% → 87.5% (+10.8pp improvement) **Overall EYFS Outcomes:** 67% of disadvantaged pupils achieved Good Level of Development Minimal gap with non-disadvantaged pupils (66.7%) **Assessment** This represents good progress in early language and communication skills. The most significant improvement is in speaking, where the percentage achieving expected level increased by nearly 11 percentage points, while those at emerging level halved. The improvement across all communication areas demonstrates highly effective targeted interventions. **Implications**

	Maintain and protect current EYFS provision. Share expertise across the school - apply the successful early intervention model to other areas Continue targeted speaking interventions - build on the progress made **SEPTEMBER 2026 REVIEW** **Target Achievement:** PARTIALLY MET - positive trajectory, but the disadvantaged-specific 2025/26 measure is not available. **Evidence of Impact** Overall EYFS GLD reached 70% in 2025/26, continuing the upward trend from 66.7% in 2024/25 and 56.7% in 2023/24. Year 1 phonics also remained very strong at 95.8%, indicating that improvements in early language and reading are being sustained into Key Stage 1. **Assessment** The direction of travel is positive and supports the decision to maintain and protect the strengthened EYFS provision. However, the available 2025/26 evidence does not provide a disadvantaged-only Communication and Language or GLD breakdown, so the specific target of 85% of disadvantaged pupils meeting age-related expectations in Communication and Language cannot yet be verified. **Implications** Continue the current EYFS approach, but report Pupil Premium Communication and Language and GLD outcomes separately at baseline, mid-year and end-of-year so that the impact on disadvantaged pupils can be evaluated directly.
The attendance of disadvantaged pupils lags behind non-disadvantaged, leading to gaps in attainment.	**Target Achievement: PARTIALLY MET** **Evidence of Impact** Attendance Rates 2024-25: Disadvantaged pupils: 93.3% Non-disadvantaged pupils: 94.5% Gap: 1.2 percentage points **Assessment** While a small gap persists (down from a gap of 2.5% in the previous academic year), both groups achieve attendance rates above 90%. The disadvantaged attendance of 93.3% represents good performance; however,

	while the target was to eliminate the gap entirely, the 1.2 percentage point difference is relatively small and manageable. **Areas for Development** Targeted support needed for the small number of disadvantaged pupils contributing to the remaining gap Sustained monitoring required to prevent the gap from widening Early intervention for any emerging attendance concerns **Implications** Continue current attendance strategies Implement targeted support for persistent absentees within the disadvantaged cohort Maintain regular monitoring and swift intervention protocols Strengthen links with families to address underlying barriers to attendance **SEPTEMBER 2026 REVIEW** **Target Achievement:** PARTIALLY MET The attendance-gap target has been met, while the 96% attendance target has not yet been reached. **Evidence of Impact** Attendance in 2025/26 was 94.47% for disadvantaged pupils and 95.37% for non-disadvantaged pupils. The gap is therefore 0.90 percentage points, meeting the strategy target of reducing the gap to below 1 percentage point. Disadvantaged attendance has also improved by 1.17 percentage points from 93.3% in 2024/25. The absolute 96% disadvantaged attendance target remains unmet. Unauthorised absence is also higher for disadvantaged pupils (2.51%) than for non-disadvantaged pupils (1.74%), showing that barriers for a smaller group of families continue to require targeted support. **Assessment** This is a clear improvement and indicates that tighter attendance systems, family work and targeted intervention are having an impact. Whole-school persistent absence closed at 12.9%; a disadvantaged-specific persistent absence figure is not available in the supplied data, so the strategy target of below 10% for disadvantaged pupils cannot yet

	be confirmed. **Implications** Continue weekly cohort and persistent-absence tracking, named action plans and early family contact. Report disadvantaged persistent absence separately each half term and maintain PSA/parent meetings and multi-agency escalation for the pupils driving the remaining gap.
Historically, the attainment of disadvantaged pupils is significantly behind non-disadvantaged pupils.	**Target Achievement: MIXED** **Evidence of Impact** **Areas of Success (Gap Closed or Reversed)**: • **KS1 Mathematics**: Disadvantaged outperform (80% vs 72% expected standard) • **KS2 Reading**: Disadvantaged outperform (66.7% vs 61.5% expected standard) • **KS2 SPAG**: Disadvantaged significantly outperform (80% vs 61.5% expected standard) **Areas of Concern (Significant Gaps Remain)**: • **KS1 Writing**: 8pp gap (60% vs 68% expected standard) • **Year 4 MTC**: 46pp gap (50% vs 96% achieving 20+/25) - **CRITICAL** • **KS2 Mathematics**: 31pp gap (53.3% vs 84.6% expected standard) - **CRITICAL** • **KS2 Combined RWM**: 15pp gap (46.7% vs 61.5% expected standard) **Assessment** The results show a tale of two stories. Outstanding success in reading and SPAG demonstrates that closing gaps is achievable when interventions are properly implemented and sustained. However, the mathematics outcomes represent a critical strategic failure, with gaps widening dramatically from KS1 to KS2. **Recommendations** 1. **Mathematics intervention** - immediate mathematics interventions for disadvantaged pupils 2. **Intensive times tables support** - targeted intervention for Y4 MTC preparation and mathematical fluency

	3. **Curriculum review** - examine mathematics progression from KS1 to KS2 to identify breakdown points **Sustain and Expand Success**: 1. **Maintain reading and SPAG interventions** - these are demonstrably effective 2. **Apply successful models** - use reading intervention approaches to inform mathematics support 3. **Professional development** - share expertise from successful areas to support mathematics teaching **Long-term Strategic Changes**: 1. **Enhanced progress monitoring** - implement more frequent assessment to identify gaps before they widen 2. **Resource reallocation** - redirect resources toward mathematics while maintaining successful reading initiatives 3. **Systematic intervention model** - develop consistent approach across all subjects based on successful reading model **SEPTEMBER 2026 REVIEW** **Target Achievement:** STRONG WHOLE-SCHOOL IMPROVEMENT. **Evidence of Impact** Whole-school outcomes improved substantially in 2025/26. KS2 RWM rose to 78.6% from 51.7% in 2024/25; Reading rose to 78.6% from 62.1%; Writing to 78.6% from 69.0%; and Mathematics to 82.1% from 65.5%. KS1 RWM also increased to 73.3%. The previous strategic weakness in KS2 Mathematics has therefore been addressed strongly at cohort level. **Assessment** The improvement is consistent with the stronger focus on teaching, assessment, intervention and mathematical fluency. It is particularly significant that Mathematics, identified as the critical concern in July 2025, is now one of the strongest whole-school KS2 measures. The current 2025/26 assessment evidence does not include disadvantaged/non-disadvantaged breakdowns. It

	would therefore be unsafe to claim that the Pupil Premium RWM gap has reduced by the intended amount or that disadvantaged attainment is within 5% of national until the subgroup analysis is completed. **Implications** Retain the current academic direction and make PP/non-PP and PP+SEND analysis routine at each assessment point. The next priority is to ensure that the rise in expected-standard outcomes is matched by stronger depth for disadvantaged pupils, which remains a school improvement priority for 2026/27.
20% of our Pupil Premium learners also have SEND.	**SEPTEMBER 2026 REVIEW** **Target Achievement:** SYSTEMS STRENGTHENED - impact measures need to be made more explicit. **Evidence of Impact** SEND identification across the school is now more accurate, with 46 pupils (around 22% of the roll) identified. The 2026/27 improvement model includes a clear focus on QFT CPD, whole-school screening, actionable Support Plans, carefully planned interventions and more systematic use of specialist advice including EP, SALT and Communication & Interaction/SEMH support. **Assessment** This represents a stronger and more accurate system than at the start of the strategy period. **Implications** Track PP+SEND as a distinct cohort each term. Ensure every pupil in this group has a current, actionable Support Plan with clear review points, and bring attainment, attendance, behaviour and parent engagement together in the Pupil Premium impact review.

Externally provided programmes

Programme	Provider
Third Space Maths	National Tutoring Programme
Read, Write, Inc	Ruth Miskin
Reading Plus	Daisy Education
TTRockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The attendance of disadvantaged students at extracurricular activities is highly encouraged. This is supported where necessary with additional staff members to facility activities.