

# Queens Road Academy

## Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 academic years) 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.

The report also outlines the 'Catch-up' recovery premium following the pupil absence during Covid-19 lock down. Research shows that disadvantaged pupils have been significantly affected by school closures. Previously this was reported separately.

<https://queensroad.org.uk/catch-up-premium>

### School overview – Updated 2023

Detail	Data
School name	Queens Road Academy
Number of pupils in school (fte. 4-11)	210
Proportion (%) of pupil premium eligible pupils	27% (56)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was first published	7/10/21
Date on which it will be reviewed	27/10/22, Oct23, Feb 24
Statement authorised by	S. Kaufman
Vulnerable Pupil lead	B. Karan
Governor / Trustee lead	T. Rodger

### Funding overview – Updated 2023

Detail	Amount
Pupil premium funding allocation this academic year (dfeSep23)	£85,876
Recovery premium funding allocation last academic year	£7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£93706</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Queens Road we use Pupil Premium funding to enable us to provide a number of different interventions and whole-class strategies which impact, both directly and indirectly, by providing additional support for pupils highlighted by the government as needing it most.

### Key Principles

- To promote the welfare and well-being of all pupils
- To provide professional development to enable staff to provide high quality teaching and learning (both class and intervention).
- To develop further the quality of the wider curriculum ensuring it is broad, balanced, and challenging; reflects our community and meets the needs of all of our learners.

## Challenges

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

Challenge	Detail of challenge approach
1. Children start school with lower levels of literacy and talk	Oracy/ Language development – To provide <b>professional development</b> to enable staff to provide high quality <b>oracy addressing gaps</b> in learning.
2. Children at risk of lower achievement (inc higher) in KS2 subjects	To develop further quality of the wider curriculum ensuring it is broad, balanced and <b>challenging</b> ; reflects our community and meets the needs of all of our learners. (New school topic cycle)
3. Impact of absence results in learning gaps	Ensure that high quality <b>interventions</b> , including tuition and specialist phonics intervention are implemented and monitored for impact. Supporting new to school pupils to catch-up.
4. PP pupils attendance is less than school typically	Ensure that a robust <b>attendance</b> strategy is maintained to target persistent late and persistent absent children, working with children, families and external agencies, where appropriate
5. Historic pupil gender gap in mathematics	To support pupils at risk of <b>underperformance</b> in mathematics (Particularly PP Girls)

## 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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	High quality differentiated learning Provision of challenge across subjects Maximise pupils awarded greater depth at KS2 exit
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Reading, Writing and Maths above +0.0 Attainment to be typical with peers
Holistic support for vulnerable pupils to maximise pupil well being	Pupils' attendance improves to Nat. typical+ Increased extended pupil learning opportunities Parents clearer on how to provide curriculum help for their children
Teachers maintain high pedagogical skill levels through ongoing CPD access	Staff voice identifies impact to the range of CPD offered CPD is personalised to need Development through coaching principles

## Activity in this cycle

This details how we intend to spend our pupil premium (and recovery premium funding) **this cycle** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Initial Budgeted cost 23-24: £ 30,290

(Grey cells are areas of focus completed in previous year but maintained)

Activity	Evidence that supports this approach	Challenge number(s) addressed – inc. update
EYFS EAL research project – completed 22	Use of thinking talking resource generating word awareness. Based upon evidence Early Outcomes Fund Project in conjunction with Sheffield Hallam University.	1 EAL and early reading training accessed including use of interventions, these are tied with cohesion of approach in EYFS and investment in teaching. Best practice from the project outcomes shared with staff Nov22.
NPQ-LT to support staff development – completed 21	Leader development based upon latest research. DFE world-class teacher development	1 This is having whole school impact on wider staff CPD approach and led to development of 2022-23 pedagogy development plan – see walkthru
CPD input for mathematics approaches 22-24	Further development of White Rose approaches. High quality early numeracy education can have long-lasting effects and can be a major predictor of later success in school and in work. Research also suggests that too few early years teachers receive the specialist training they require to deliver this high-quality mathematics education. 23-24 EYFS BEFT programme for CPD targeting early number and numerical patterns	5,2 Ass HT appointed and delivered CPD of WRM adapted to meet the needs of the school, this includes development of mental/efficient maths and recall knowledge. Developing NCTEM approaches

CPD to use of Blooms Taxonomy for challenge	Curriculum adaptation to encourage higher-order thought in our pupils by building up from lower-level cognitive skills. To deepen knowledge and promote challenge. Mastery Learning, EEF high impact low cost (+5mnths)	2 Our research and consultancy identified this was not the solution and we developed greater approach to supporting lower 20% as a result through pupil progress meetings.
CPD to think 3 pedagogy to pupil recall	Reflective activities in the short term appear to affect students on an affective level rather than a cognitive level. D Cavilla · 2017 Metacognitive pupils EEF studies (+7mnths)	2 All curriculum developed further to ensure progressive and cohesive and build-in recall opps through think 3 approach
CPD and leadership for cross-school planning – addressing KPI/topic ( <a href="#">Link</a> )	Collaborative design positively affects both professional development and the implementation of curriculum change, because teachers develop competencies and practice and develop ownership of the change. Curriculum adaptation and time to implement CPD	2,5 Staff positive respond to collaborative practice, this supports quality of approach through a unit of work. Identified sequence principles in topic challenge
DT/life-skill curriculum investment of resources (e.g., Enterprise)	Parent voice tells us of the skills of independence they would want to see in their children Introduction of pupil passports to skills	2 Environment completed Jan23. Early use for cooking skills club in place Sep22, Passports introduced to each pupil Sept23 early signs of greater levels of independence in named tasks
CPD – Teachers pedagogy and reflective practice	Use of Walkthru resource materials to implement strategies to reflect upon teaching approaches	2 First year 22-23 resulted in staff effective teaching see PM., Second year 23-24 emphasis upon coaching for improvement

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

Initial Budgeted cost: £34,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>FFT tutoring intervention</p>	<p>Lightning Squad- Reading speed and comprehension activity. EEF (+6mnths), mentoring approaches (+2mnths). Last year QRA saw significant improvement in pupils reading speed for those tutored. (<a href="#">FFT learning gains of between 3 and 5 months in reading</a>)</p> <p>Develop 23-24 to train in house staff delivery of the programme</p>	<p>3</p> <p>3<sup>rd</sup> round now in place Sep22. On average pupils making additional 12 months gain through the 12 week input</p> <p>Sept 23 pupils made +11 months over the year</p> <p>Sept 23 staff completed programme delivery training for in-house mentoring (.9K) Impact monitored through programme</p>
<p>Analysis group time</p>	<p>Daily input for misconceptions addressed through AFL. Teaching assistant intervention (+4mnths)</p>	<p>1,2,3</p> <p>Routine support monitored to target support SEN/EAL and lower 20%</p>
<p><a href="#">Learning village</a></p>	<p>EAL language development research impact studies (<a href="#">Link</a>) and Build upon impact from introduction of programme at QRA 2021</p>	<p>3</p> <p>Assessments show knowledge in sentence building and competency of use of a wider vocabulary learnt by pupils, targeted approach to 10 pupils.</p>
<p><a href="#">Teacher based intervention</a></p>	<p>Used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Reading, Mathematics, Writing KPI small groups tuition reflecting teacher AFL (+4mnths)</p> <p>Assessment of wider curriculum 23-24 to enable teacher to identify and respond to pupil success/challenge in learning</p>	<p>2</p> <p>AFL utilised within sessions and subsequently planned input through the day e.g., in phonics, which results in keep-up not catch-up. E.G additional target Phonics sessions to address err. On the day.</p>

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

Initial Budgeted cost: £32000

Activity	Evidence that supports this approach	Challenge number(s) addressed - inc.update
Improving pupil wellbeing	Wellbeing award standard (Social and emotional learning) Accrediting School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning (+4mnths)	4 School achieved WAS award May22  School achieved LPPA July23  Mode shift star Oct23  Shine – healthy lifestyle Oct23
<a href="#">Mental Health Lead training</a>	Children with better emotional wellbeing make more progress in primary school Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years	4,3,5 Training accessed enabling appropriate referral to external support. (e.g. Compass/YMCA) Daily response to needs of pupils and their families, leader able to support appropriately in response
SLT attendance lead	Overall absence has a statistically significant negative link to attainment – i.e. every extra day missed is associated with a lower attainment outcome. <a href="#">DFE</a> QRA Reduction of the proportion of pupils persistent absent compared to 2020-21	4 Attendance rates are not yet maximised however absence is responded to swiftly. This will maintain as a school priority Rates through 22-23 continued to improve upward trend 94%
Parent workshops to support curriculum	Parental engagement in learning and parental voice through ‘You said we did’ (+4mnths)  Parent curriculum sharing afternoons	1,2 Parent forum enables active participation of community in wider school learning. As shared on school website

<p>Access to wider curriculum experiences</p>	<p>Pupil voice in the impact of attending memorable experiences (lifetime)</p> <p>External professional experiences – TWIGS, BFC, Active travel, Metrodome, CAPS, Author, parent, Health futures/Professions, Crucial Crew, Y6 residential, Music festival</p>	<p>2,4</p> <p>Trips and residentials all promoted pupils value these experiences– (e.g., Young Voices)</p>
<p><a href="#">Magic breakfast</a> – Replaced with NSBC 2023</p>	<p>Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.</p> <p>National breakfast programme introduced to replace the Magic Breakfast programme</p>	<p>4</p> <p>Uptake has re-established, magic breakfast in school is seen as a good offer and supported as a result with rewards from Amazon -scheme finished Jan23</p> <p>National Breakfast programme supports provision for average 35 pupils/day Sept 2023</p>

**Total initial budgeted cost: £96,650**



## 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 2022 to 2023 academic year.

<ul style="list-style-type: none"> <li>Disadvantaged pupil progress and performance for last academic year</li> </ul>				
<ul style="list-style-type: none"> <li>KS2 Exit N=10/28 36% of cohort</li> </ul>	Pupils eligible for PP			National Pupils <b>not</b> PP exp+ (vsNCER)
<b>% Achieving in reading, writing and maths</b>	80% exp+	10% high	<b>Progress</b>	Nat 67% (PP44%)
<b>% attainment/ progress in reading</b>	80% exp+	20% high	-0.72% (NatPP -0.84)	Nat 67% (PP60%)
<b>% attainment/ progress in writing</b>	80% exp+	10% high	-0.12% (NatPP -0.66)	Nat 81% (PP58%)
<b>% attainment/ progress in maths</b>	90% exp+	20% high	+0.24% (NatPP -1.01)	Nat 90% (PP59%)

- PP group achieved well compared to national PP group in RWM combined (Nat44%)
- PP group achieved better in separate subjects: Reading outcomes in proportion to PP nationally (Nat60%) and better in Writing (Nat58%) Pupils did better in attainment of mathematics compared to PP group (Nat59%)
- PP group higher-standard outcomes proportionally were higher than NatPP group in Writing and mathematics and similar to those in reading
- PP group made typical progress and outcomes were not significantly above or below in comparison to the National group

<p><b>Teaching strategies</b></p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>The proportion of PP pupils achieving a higher level in RWM has improved in-line with national comparative</p> <p>Progress in Reading was overall good however (Historic C19 absence had greater impact on this subject 2021)</p> <ul style="list-style-type: none"> <li>• Subjects outcomes are similar or above those for non Pupil premium peers</li> </ul> <p>Learning is well differentiated providing levels of challenge across core subjects. However, this should be further refined through the use of wider subject assessments.</p> <p>Maximise pupils outcomes in light of cohort specific barriers</p> <p>Maintain focus upon L20% through routine pupil progress meetings</p>
<p><b>Targeted strategies</b></p> <ul style="list-style-type: none"> <li>• attendance</li> </ul>	<p>School attendance has continued to improve however is not yet at rates expected and continues to be a school priority</p>
<p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• ensure holistic approach to pupil support</li> <li>• Magic Breakfast Club</li> <li>• Providing wider opportunities</li> </ul>	<p>The curriculum opportunities mapped with intent including appropriate challenge and skills for life.</p> <p>National School Breakfast club is well attended.</p> <p>Well-being award has been attained</p> <p>Parents have a growing understanding of how they can support their child, however there are further opportunities for greater parent school community sharing</p> <p>Teachers have demonstrated a wide range of skills and depth in teaching developed through CPD as illustrated in previous OFSTED inspection</p> <p>Additional New dev Spr22 - School has invested in additional teacher time in EYFS to promote greater early input to narrow any early gaps and cement school readiness prior to KS1.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Lightning Squad – NTP Reading	FFT
Lexplore – Learning on your head	Lexplore
Learning Village	Across cultures
BEFT – EYFS Mathematics	BMBC – EYFS Team

## Service pupil premium funding

*No service pupil funding allocations 2021-22, 2022-23*

## Further information

*QRA has a comprehensive solution to remote learning utilising the Google classrooms platform. In the event of pupil absence or cohort 'lock-downs' requiring home learning, QRA has the capacity to help dis-advantaged pupil's through laptop loans and internet access. This ensures continuity of access to learning through technology.*

### **Research notes (Also see hyperlinks within the doc)**

“Research shows that participating in organised sports and joining after school clubs can help to improve children’s academic performance, as well as their social, emotional, and behavioural skills. This is particularly the case for children from disadvantaged backgrounds.” Gov.uk: 27 September 2021

[https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm\\_source=11%20October%202021%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=11%20October%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

<https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; EEF

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>