

Pupil premium strategy statement

This statement details our school's use of pupil 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	Queen Eleanor's C of E Junior School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-2026 2026-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Davies (Headteacher)
Pupil premium lead	Naomi Strickland (Inclusion Lead and member of SLT)
Governor / Trustee lead	Cyndy Petersen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	£0
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	£54,760

Part A: Pupil premium strategy plan

Statement of intent

At Queen Eleanor's C of E Junior School, we intend that all pupils, irrespective of their background or the challenges they face, achieve highly and make good progress in all subjects. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by removing social, emotional and academic barriers to learning. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they are disadvantaged or not.

We aim for every single one of our pupil premium funded children to reach at least national expectations in all areas. As a minimum, we want this group to achieve above the level at which all non-disadvantaged pupils nationally achieve. We also want the attendance of our pupil premium funded children to exceed the attendance of all non-disadvantaged pupils nationally.

- Children are identified early if they fail to be making progress.
- Expectations for all children are high irrespective of their home life.
- We will provide all teachers and teaching assistants with high quality CPD to ensure pupils access effective quality first teaching.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences, including music and sporting activities.
- Provide appropriate nurture support to help pupils with their emotional and social development.

We have largely targeted our additional pupil premium funding on:

- Extra staffing
- Extra intervention
- Pastoral care
- Enriching experiences

Quality first teaching is central to all children making good progress and setting them up for equal access to opportunities. Through targeted intervention on a one to one and small group basis we will continue to use the School led tutoring grant to ensure all pupils, including those who are disadvantaged, are not adversely affected by the previous national school closures.

How do we measure the impact of Pupil Premium funding?

- Half termly Pupil Progress Meetings with Class Teachers, Middle Leaders, Senior Leadership Team and SENCO.
- All Pupil Premium children are identified on class Provision Maps and appropriate interventions are delivered.
- Middle Leader (Assessment Coordinator) tracks progress and attainment of Pupil Premium children.
- Home School Link Worker and SENCO work closely with Pupil Premium children and their families.

- The Senior Leadership Team review the strategies for Pupil Premium children and allocation of funding half termly.

Challenges

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

Challenge number	Detail of challenge
1	There is low engagement from the majority of families with social and emotional issues resulting in low support at home with reading and homework.
2	Assessments and observations of our Pupil Premium (PP) children show that they have greater difficulties with writing and maths than their non-disadvantaged peers.
3	Statistically our disadvantaged pupils fare less well in home learning tasks. This means that some of our disadvantaged pupils need support in school to access homework/ home learning tasks.
4	Disadvantaged pupils have wider gaps in learning than their non-disadvantaged peers. This shows at some summer attainment assessments.

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
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025 show that the gap between disadvantaged and non-disadvantaged pupils has reduced.
Improved attainment for disadvantaged pupils in end of year and KS2 SATs.	Gap between disadvantaged and non-disadvantaged pupils is narrowed from start of year baseline to end of year results.
Improved attainment for specific groups of children – provided by smaller group targeted teaching in maths and English. Smaller groups mean individual children receive personalised support.	Gaps are narrowed to enable children to move from WTS to ARE or ARE to GDS.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Home School Link Worker is used effectively to provide resources and strategies for support. Reduction in pupils feeling bullied so as to increase attendance and self-confidence.	Attendance is improved for disadvantaged pupils.

To increase disadvantaged children's participation in clubs and trips / residential.	Increased numbers from previous year of children attending these clubs and trips. Funding provided if required.
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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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on leading specific interventions.	SENCO/Subject Leads to provide training on specific interventions to support children. TA expertise/training used across the school so children access high quality interventions. SENCO to observe interventions termly to ensure quality provision.	2, 3 and 4
ELSA support in school for children who require it.	Children's mental health and welling will improve which means they are more readily available to learn and feel happy and settled in school. Children who feel safe and secure in school will ultimately learn more effectively. Attendance will improve so gaps in learning will not increase. Children who feel supported and secure will attend school more regularly.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure interventions are led for disadvantaged children across all year groups to ensure progress is made and gaps are closed.	Ensure interventions are led for disadvantaged children across all year groups to ensure progress is made and gaps are closed.	2, 3 and 4
Ensuring enough time is given to plan and deliver interventions.	Interventions monitored at pupil progress meetings (termly).	2, 3 and 4

	Staff work as a year group team to share staff time across the year group to ensure interventions are targeting the correct children throughout the year group and time is used effectively.	
Additional TA hours Varies according to class needs.	Small group / 1:1 work with pupils who need additional help. Support to access homework and home learning during the school day where support is not available.	1, 2, 3 and 4

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

Budgeted cost: £27,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLW and SLT support targeted families with poor attendance to encourage to continue to attend school.	HSLW to work with identified Pupil Premium children to support them in their area of need to ensure they make good progress in school. HSLW to work with individual families to improve attendance.	1, 2, 3 and 4
Pupil Premium children have access to one free weekly after school club.	Children's mental health and wellbeing will improve which means they are more readily available to learn and feel happy and settled in school.	1, 2, 3 and 4

Total budgeted cost: £54,760

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.

Summary of evaluation PP funding from 2023 to 2024.

- Year 6 data reflects that pupil premium children will still need to be a focus next academic year, particularly in SPAG. Some of our Pupil Premium children have English as an additional language (EAL).
% of children meeting expected standard in KS2 SATs 2023 who are PP (10 pupils. 1 child did not sit the SATs papers, 1 child did not sit the Reading and SPAG paper):
Reading – 60%
SPAG – 50%
Maths – 60%

The following table indicates progress for Pupil Premium children in reading, writing and maths for 2023-2024 (end of Summer Term):

Whole School	Below Exp Progress	Expected Progress	Above Exp Progress
Maths	7/39 18%	18/39 46%	14/39 36%
Reading	8/39 21%	13/39 33%	18/39 46%
Writing	11/38 29%	13/38 34%	14/38 37%

- Across year groups, pupils in the intervention groups have maintained a good level of progress.
- Pupils who needed additional support through ELSA have been offered it.
- Parent and pupil feedback was positive about pupil support and feedback from HSLW and Staff.
- Trips were carried out this year, therefore funds were provided to allow all children to attend trips.
- PP children were also supported to be able to attend clubs inside of school when restrictions allowed.

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

Programme	Provider
Twinkl Phonics	Twinkl