

Quinton Primary School - Pupil premium strategy statement

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	208 (227 incl. N)
Proportion (%) of pupil premium eligible pupils	21.24%
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)	2024/5 – 2027/8
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Charlotte Hopkins
Pupil premium lead	Charlotte Hopkins/Amy Timms
Governor / Trustee lead	Anna Lomax

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72860
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>	£72860

Part A: Pupil premium strategy plan

Statement of intent

At Quinton Primary School, our overarching intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high levels of attainment across all subject areas. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils (including those who are already high attainers) receive the support they need to reach their full potential.

We are committed to addressing the specific barriers faced by disadvantaged pupils, including those with a social worker or young carers, recognising that their needs extend beyond financial disadvantage and require additional consideration to thrive in school. The actions outlined in this strategy are designed to support these pupils, regardless of whether they meet the criteria for pupil premium funding.

We believe that high-quality teaching is the key to improving outcomes for all pupils, particularly those from disadvantaged backgrounds. We focus our efforts on areas where disadvantaged pupils require the most support, as this is proven to have the greatest impact on closing the attainment gap. By improving teaching quality for disadvantaged pupils, we expect to see a positive impact not only on them but also on the wider school community. It is our intention that non-disadvantaged pupils will also benefit from these improvements, with their attainment being sustained and enhanced alongside the progress of their disadvantaged peers.

In line with the Department for Education's guidance, we approach our strategy in a responsive and evidence-based manner. We prioritise diagnostic assessment and early intervention to ensure that our support is both timely and targeted. Rather than making assumptions about the impact of disadvantage, we focus on the specific needs of our pupils and use data to inform our actions.

To achieve our goals, we will:

- Ensure disadvantaged pupils are consistently challenged by the work they are set, fostering an environment of high expectations.
- Act early to identify and address any barriers to learning as soon as they arise, ensuring that intervention is prompt and effective.
- Adopt a whole-school approach where all staff are responsible for the outcomes of disadvantaged pupils, taking ownership of their success and contributing to raising expectations across the board.
- Monitor the effectiveness of our strategies regularly to ensure that we are meeting the needs of all pupils and adapting our approach where necessary.

We are confident that, through these targeted actions, we will continue to make a significant difference to the lives and educational experiences of our disadvantaged pupils, helping them to excel and achieve the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and spelling than their peers.
3	Internal and external assessments indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Of 56 pupils on the SEND list, 21 are disadvantaged. Many of these children require additional support with social and emotional needs, receiving 121 and/or small group interventions.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils (90.1% compared to 95.64%).

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 oral language skills and vocabulary among disadvantaged pupils.	Children have built their vocabulary knowledge and reading skills through a combination of whole class and targeted reading comprehension. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that a higher number of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that a higher number of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • as close to zero bullying as possible • More enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 2%.

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: £37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of maths Specialist, who provides 1-2-1 and small group intervention</i>	Practical strategies and support based on specific needs identified in diagnosis of assessments Focus is given to disadvantaged children across all year groups – data monitoring and assessment reflects improvements in scores (baselines) when intervention is put in place (led by DE).	1, 2, 3
<i>Participation in the Inclusion Framework For Schools pilot group (LA)</i>	These group sessions are led by an educational psychology team. Training opportunities are provided and key SEND issues discussed and worked through collaboratively. Understanding the barriers children are facing enables us to quickly identify approaches that are best suited to helping them meet their potential.	4
<i>National College – tailored CPD for all staff</i>	Evidence-based is always the best approach. The National College provides us with endless opportunities for CPD so that all staff feel well informed about why they are doing what they are doing in school and what the impact will be. This will ensure bigger buy-in and will also mean that the quality of education will be high – research shows that quality first teaching is the ultimate goal in ensuring success.	1, 2, 3, 4, 5
<i>Ongoing development of our subject leaders to enhance our maths teaching and curriculum.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Now in	1, 2, 3

<i>Funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD New maths lead is undertaking her NPQLPM.</i>	our second year of maths mastery with White Rose.	
<i>Improve the quality of social and emotional (SEL) learning - embedded into routine educational practices and supported by professional development and training for staff.</i> <i>We have enlisted the 'Parenting Project' team to help with social groups work in Y6.</i> <i>We have invested heavily into the Trauma/Emotion Coaching based approach to managing behaviour and wellbeing in conjunction with WCC Virtual School and continue to train staff and embed the principles into our everyday school experience.</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): We are seeing a change of mindset amongst staff in the way that we work with the children and build trusting relationships. The impact has been considerable and also affected, in a positive way, the way staff work with each other and other adults.	4, 5
<i>Our timetable and staffing has been adjusted to allow our SENCo to have another day out of class, and to allow an 'inclusion lead' who will act as pupil premium champion.</i>	Research shows the importance of working closely with families to be able to effect change. Parents are more likely to open up to someone they see as in less of an authority position. Access to funding will be encouraged by our inclusion lead which will give financially disadvantaged families more of a level playing field initially.	4, 5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics – subscription to Twinkl Phonics & ongoing training with staff</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Improving phonics – strong impact.	2, 3
<i>New Reading Scheme materials purchased – links to Twinkl phonics</i>	See above re importance of phonics. Home involvement is also shown to increase phonics abilities, so having everything linked properly will optimise progress.	1, 2, 3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Regular targeted sessions. Daily 121/small group intervention.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups: On average, 5 classes a day have 121/small group targeted intervention for 3 hours per day. We are carefully tracking any children who did not pass the phonics test in Y1.	1, 2, 3

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

Budgeted cost: £33000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Adjustment to staffing structure to provide protected time for our attendance champion to ensure we are embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures to improve attendance.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Through our work with the LA attendance officer, we have been able to hear about the positive impact of such actions.	4, 5
<i>50% contribution to trips and school clubs for PP chn so that children experience a full range of opportunities</i>	Research into knowledge-based curriculums shows that pupils from less economically able families are likely to have less general knowledge. Improving this through enrichment opportunities will lead to better outcomes in written/topic work and greater class contributions.	1, 4, 5
<i>Contingency fund for acute issues (incl. hardship fund to enable participation in school trips where a contribution is a barrier to attendance)</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	4, 5
<i>Dedicated and targeted time for a mentor to work with chn on wellbeing etc.</i>	Through all of the evidence we have examined in our trauma-informed schools work, we know that chn are unable to focus properly if they have ACES. Our mentor provides invaluable support to mainly PP children to enable them to improve resilience within class as well as in the wider world.	4, 5
<i>Training on behaviour curriculum (Paul DIX materials used for CPD). Develop pro social behaviours</i>	Both targeted interventions and universal approaches can have positive overall effects: Impact in school is considerable. Different and calmer behaviour management strategies are being put in place across the school.	4, 5

<i>OnSide coaches provide PE cover and after clubs – funded by school so offered to parents at a heavily discounted rate</i>	Research shows the importance of keeping physically active for all-round wellbeing. These opportunities potentially ignite a passion which parents could otherwise not afford.	4, 5
<i>Subsidised breakfast club costs</i>	Wraparound care enables more parents to work. Additionally, we recommend this service to our PP families when chn may struggle to transition in smoothly in the morning. Feeling listened to and cared about from the very start of the day enables them to succeed better in class.	4, 5
<i>Subscription to Wellcomm and training of staff in using it</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion have high impacts on reading and then writing. Part of our new specialist's role is to help upskill current staff.	1, 4

Total budgeted cost: £73000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview of Performance Data: In the previous academic year, the performance of our disadvantaged pupils was assessed using both national data and school-based data. Due to the disruption caused by Covid-19, it's important to acknowledge that pupils included in the performance data may have faced varied levels of impact depending on their individual circumstances and the school environment. However, despite these challenges, our disadvantaged pupils made progress from their starting points, even if some progress was incremental.

National Assessments and Qualifications: Once the national assessment data was published, we compared our disadvantaged pupils' outcomes to local and national averages. While our disadvantaged pupils did not consistently meet the national averages, they demonstrated progress, especially when compared to their own starting points. This is a positive outcome considering the unprecedented disruption caused by the pandemic.

Comparison with Non-Disadvantaged Pupils: When comparing the outcomes of our disadvantaged pupils to non-disadvantaged pupils within the school, we observed that, while there were still gaps in attainment, these were narrowing. The progress of disadvantaged pupils was particularly evident in areas where targeted interventions were in place. However, it is clear that more work is needed to fully close the gap between disadvantaged and non-disadvantaged pupils, particularly in key subjects such as maths and literacy.

Summative and Formative Assessments: Both summative and formative assessments provided useful insights into pupil progress. Formative assessments, which are ongoing and carried out throughout the year, showed that disadvantaged pupils benefited significantly from targeted intervention, especially in literacy and numeracy. Summative assessments indicated progress but also highlighted areas where further focus and support are required. These assessments have been used to refine our teaching strategies, ensuring that lessons and interventions are tailored to the specific needs of disadvantaged pupils.

Wider Factors Impacting Performance: In addition to academic assessments, we closely monitored other factors that could impact the performance of disadvantaged pupils, including attendance, behaviour, and wellbeing. Through careful observation and data collection, we found that attendance rates for disadvantaged pupils were slightly lower than for their non-disadvantaged peers, which impacted some pupils' learning continuity. Behaviour and wellbeing data also suggested that many of our

disadvantaged pupils faced challenges with social skills and self-esteem, which sometimes affected their engagement and progress in learning.

To address these, we continued to provide comprehensive support through our Learning Support Lead, part-time mentor, and targeted interventions designed to address both academic and emotional needs. Our work with external agencies, including Educational Psychologists, also rose in frequency and intensity, allowing us to provide more tailored support to both pupils and their families.

Quality of Teaching and Support: Throughout the year, we maintained high-quality teaching with targeted support, particularly in maths, where we employed a specialist across the school. We also continued to offer specific interventions, such as 1:1 reading/phonics, small group support for maths and English, and nurture and transition groups. Forest School has remained an important part of our wellbeing strategy, providing valuable opportunities for all children to improve social and emotional skills, as well as academic growth.

Our teaching assistants have worked tirelessly to support pupils both in the classroom and during catch-up sessions, particularly focusing on retrieval and revisiting key learning areas. This approach has led to small but significant improvements in pupil outcomes, particularly in literacy and numeracy.

Review of the Pupil Premium Strategy: At this stage, we are on track to achieve the outcomes outlined in our Pupil Premium strategy. However, while interventions have been effective, it is clear that more targeted, personalized support is needed to fully address the needs of our disadvantaged pupils. The challenges with attendance, behaviour, and social skills will continue to be a focus for the next academic year to ensure that all pupils are fully supported in their learning journey.

Successes and Areas for Improvement:

Successes:

- Disadvantaged pupils made progress from their starting points.
- Interventions, particularly in literacy and numeracy, have been effective in moving pupils forward.
- Support from external agencies, including Educational Psychologists, has been beneficial in addressing wellbeing issues.

Areas for improvement:

- Attendance remains a challenge for some disadvantaged pupils, affecting learning continuity.

- Social and emotional support needs to be further strengthened to address self-esteem and behaviour issues, particularly post-pandemic.
- More targeted interventions are needed to close the gap between disadvantaged pupils and their non-disadvantaged peers, especially in maths and literacy.

Conclusion: While the academic year has been challenging due to the ongoing effects of Covid-19, we are confident that our targeted approach to supporting disadvantaged pupils has made a positive difference. Moving forward, we will continue to build on the successes of the current strategy while addressing the areas for improvement. We will refine our approach to ensure that disadvantaged pupils receive the necessary support to achieve their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None used	