

# Pupil premium strategy statement

## Quinton Primary School

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	220
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Charlotte Hopkins
Pupil premium lead	Amy Timms
Governor / Trustee lead	Anna Lomax

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,265.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£77,265.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Quinton Primary School, our aspiration is that every child flourishes - academically, socially, and personally - within a nurturing community built on ambition, respect, and a belief in the potential of every learner. Guided by our school's values and our commitment to high expectations for all, we aim to ensure that every pupil, regardless of background or starting point, experiences a curriculum and learning environment that enables them to thrive.

Our Pupil Premium strategy reflects this whole-school vision. We recognise that disadvantaged pupils, including those who are already high attainers, those with a social worker, and young carers, may face a complex range of barriers both inside and outside school. These challenges can affect engagement, wellbeing, and academic progress if not understood and addressed with sensitivity and precision. Our approach is built around the principle that disadvantage is not destiny: with the right support, guidance, and opportunities, every child can achieve excellence.

We prioritise high-quality teaching as the most effective, sustainable way to improve outcomes for disadvantaged pupils. By strengthening classroom practice, deepening subject expertise, and ensuring that teaching is consistently adaptive and ambitious, we expect to see meaningful gains in progress and attainment. Importantly, improvements made for disadvantaged pupils enhance provision for the whole school community; our intention is that non-disadvantaged pupils continue to make strong progress and sustain high outcomes alongside their peers.

In line with the Department for Education's guidance and the Education Endowment Foundation's evidence base, our strategy is responsive, data-informed, and rooted in early, accurate assessment. We do not make assumptions about pupils' needs. Instead, we identify individual barriers - whether academic, social, or emotional - and match these with targeted, timely actions that make a demonstrable difference. Some of these actions extend beyond the statutory remit of pupil premium funding, reflecting our wider responsibility to support vulnerable pupils who may not meet the funding criteria but nonetheless require additional help to flourish.

To realise these aims, we will:

- **Maintain consistently high expectations** for disadvantaged pupils, ensuring that the curriculum is ambitious, inclusive, and provides rich opportunities for stretch and challenge.
- **Identify and respond swiftly** to emerging barriers to learning, enabling early intervention and preventing gaps from widening.

- **Embed a whole-school culture of shared responsibility**, where every member of staff contributes to the progress, wellbeing, and success of disadvantaged pupils.
- **Monitor impact rigorously**, using assessment, professional dialogue, and evidence to refine our approach and ensure that support remains targeted, effective, and sustainable.

We are determined that our disadvantaged pupils will leave Quinton Primary School with the knowledge, skills, confidence, and character they need to succeed in the next stage of their education and beyond. Through this strategy, and through our commitment to a school culture where every child is known, valued, and supported, we will continue to remove barriers, close gaps, and create the conditions in which all pupils can achieve their very best.

## 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/SEND support list, 27 are disadvantaged (either PP, KTSC, or PLAC). Many of these children require additional support with social and emotional needs, receiving one-to-one and/or small group interventions.
5	Our attendance data indicates that attendance among disadvantaged pupils has improved over the last year, but has historically been lower than for non-disadvantaged pupils (FSM: 90.1%; SEN: 90.3% in 23/24).

## 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 2025/26 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 2025/26 show that more disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 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: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• as close to zero bullying as possible</li> </ul> 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 3%.

## 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>Adjustment of assessment system and time out of class provided for assessment lead to monitor.</i>	This approach is informed by EEF guidance on using high-quality assessment and monitoring to identify learning gaps early and target support effectively.	2, 3
<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>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. Funding teacher release time to embed key elements of guidance in school and to</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 our third year of maths mastery with White Rose.	1, 2, 3

<p><i>access Maths Hub resources and CPD New maths lead has completed NPQLPM.</i></p>		
<p><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></p> <p><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></p>	<p>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):</p> <p>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.</p>	<p>4, 5</p>
<p><i>Our timetable and staffing has been adjusted to allow our SENCo to have another day out of class, and to allow an 'inclusion assistant' who will act as pupil premium champion.</i></p>	<p>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 finding will be encouraged by our inclusion lead which will give financially disadvantaged families more of a level playing field initially.</p>	<p>4, 5</p>
<p><i>Timetable adjusted to enable release time for subject leaders. Part of this time is to be focused on monitoring of and planning for vulnerable pupils.</i></p>	<p>This approach aligns with EEF guidance on effective implementation and leadership, which highlights the importance of providing leaders with dedicated time to monitor teaching quality, use evidence to identify barriers faced by vulnerable pupils, and plan targeted support to improve outcomes.</p>	<p>2, 3,</p>

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

Budgeted cost: £5265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics – subscription to Twinkl Phonics &amp; 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. We are carefully tracking any children who did not pass the phonics test in Y1 and they receive intervention from our specialist phonics TA.	1, 2, 3
<i>TA interventions for PP in afternoons – TAs timetabled out of class in afternoons this year: AG – KS1 (focus on phonics &amp; S&amp;L) TW – MTTC SCh &amp; CP – KS2</i>	This approach is informed by EEF guidance on the effective use of Teaching Assistants, which emphasises that targeted, structured interventions delivered outside of whole-class teaching time can improve outcomes for disadvantaged pupils when carefully planned, monitored and linked to classroom learning.	2, 3, 4

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music tuition offer increased massively this year – PP chn offered lessons for just £2.50. Amazing opportunity.</i>	Educational research suggests that sustained participation in music education can support pupils' wider development, including motivation, wellbeing and engagement with learning. By significantly subsidising music tuition, the school removes financial barriers and promotes equitable access to high-quality enrichment for pupils eligible for Pupil Premium.	1, 4, 5
<i>Implementation of 'My Happy Mind' programme – CPD and release for PSHE lead &amp; Mental Health lead.</i>	Results from schools who have used this programme already have reported improvement in preventative mental health habits, resilience and self-esteem.	4, 5
<i>OPAL – improving playtimes for all children. Cost of training from OPAL mentor and release time for OPAL champions.</i>	Research into play and pupil wellbeing highlights the importance of high-quality playtimes in supporting children's social development, emotional regulation and readiness to learn. Investment in OPAL training and release time for OPAL champions supports the development of inclusive, well-structured play opportunities, helping to ensure all pupils, including those eligible for Pupil Premium, benefit from positive, engaging and well-supervised playtimes.	1, 4, 5
<i>PE opportunities increased – requires staff being in attendance. Transport costs for those unable to make the journey otherwise will be funded by school.</i>	Educational and health research highlights the benefits of regular physical activity for pupils' wellbeing, confidence and readiness to learn. Providing staff supervision and funding transport ensures that pupils eligible for Pupil Premium are not disadvantaged by logistical or financial barriers when accessing enhanced PE opportunities.	4, 5

<p><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.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</i></p>	<p>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.</p>	<p>4, 5</p>
<p><i>50% contribution to trips and school clubs for PP chn so that children experience a full range of opportunities</i></p>	<p>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.</p>	<p>1, 4, 5</p>
<p><i>Contingency fund for acute issues (incl. hardship fund to enable participation in school trips where a contribution is a barrier to attendance)</i></p>	<p>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.</p>	<p>4, 5</p>
<p><i>Dedicated and targeted time for a mentor to work with chn on wellbeing etc.</i></p>	<p>Through all of the evidence we have examined in our trauma-informed schools work, we know that chn may be unable to focus properly if they have ACES. Our mentor provides invaluable support to PP children to enable them to improve resilience within class as well as in the wider world.</p>	<p>4, 5</p>
<p><i>Training on behaviour curriculum (Paul DIX materials used for CPD). Develop pro social behaviours</i></p>	<p>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.</p>	<p>4, 5</p>

<i>OnSide coaches provide PE cover and afterschool clubs – funded by school (through a deal on wraparound) 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, 2, 3

**Total budgeted cost:** £77,265.00

## 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 outcomes for disadvantaged pupils with their non-disadvantaged peers, gaps in attainment remain. However, these outcomes need to be understood within the context of the cohort. The Year 6 group included a high level of overlap between Pupil Premium and SEND (with 6 out of 9 disadvantaged pupils also on the SEND register), which had a significant impact on published results.

In response to this, a large proportion of our work last year focused on social and emotional support to ensure pupils were ready to engage with learning. This approach was necessary given the needs of the cohort and led to clear improvements in wellbeing, engagement and readiness to learn. Alongside this, targeted interventions supported academic progress, particularly where provision was closely matched to individual need. This was most evident through progress against Individual Education Plans (IEPs).

While these outcomes demonstrate the positive impact of our targeted support, we recognise that further work is needed to close attainment gaps, particularly in core subjects such as English and maths. Moving forward, we will continue to strengthen both universal and targeted provision to ensure disadvantaged pupils achieve in line with their peers.

**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 English and

maths. 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 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 teaching assistants, pastoral team (including the SENCo and inclusion assistant), 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 individually significant improvements in pupil outcomes when compared to their starting points, though we recognise there is still work to be done to bring attainment in line with non-disadvantaged.

Over the course of the year, our SENCo participated in the Inclusion Framework for Schools pilot group (run through the LA). These group sessions were led by an educational psychology team. Training opportunities were provided and key SEND issues discussed and worked through collaboratively. Understanding the barriers children are facing enabled us to quickly identify approaches that were best suited to helping them meet their potential.

**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 English and maths, 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 writing.

**Conclusion:** While our 2024/25 data indicates that gaps remain between disadvantaged and non-disadvantaged pupils, we are confident that our targeted, responsive approach is having a positive impact when viewed against individual starting points and the varied challenges pupils face.

Looking ahead, we will continue to build on the strengths of our current strategy, while addressing identified areas for development. We recognise that each cohort is unique, and our approach will remain flexible and tailored to meet the needs of the children in front of us.

Our focus remains on ensuring that disadvantaged pupils receive the support, opportunities and experiences they need to thrive, both academically and personally. In particular, we are committed to helping pupils develop confidence, discover their interests and passions, and aspire 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	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Fully funded wraparound provision for service child.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Enabled social time and enabled parents to work more hours.

## Further information (optional)

We believe we offer a rich and ambitious range of opportunities for all pupils, with a particular focus on addressing the needs of our Pupil Premium (PP) pupils. Our commitment to a broad and balanced curriculum ensures that every child is able to experience success and identify their strengths and interests. Where data indicates that some PP pupils continue to face challenges in English and maths, we recognise the importance of building confidence, resilience and self-esteem through wider curriculum success, alongside targeted academic support to secure the core skills required to close attainment gaps.

This year, our afternoon curriculum has been structured so that subject leaders teach their specialist subjects across the school. This ensures consistently high-quality teaching, delivered by knowledgeable and passionate staff, while also strengthening relationships between pupils and adults. Early impact shows increased engagement, enjoyment and high-quality outcomes across foundation subjects. From January, this approach will be extended further through subject-led projects specifically planned for Pupil Premium and Greater Depth pupils. This provision has had a positive impact on attendance and engagement, as pupils are highly motivated and reluctant to miss these sessions or the associated enrichment days.

A significant focus since September has been the establishment of The Quinton School of Rock. To remove financial barriers, the school subsidises the majority of the cost for Pupil Premium pupils, with families contributing £2.50 per lesson. This initiative has had a strong impact on pupils' confidence, teamwork and sense of belonging. Pupils have collaboratively designed band names, logos and T-shirts; all participants will perform at a school concert and an external venue in Alcester, and UKS2 pupils will visit a professional recording studio to produce their own band CD. Pupils show high levels of pride and commitment, and feedback from families has been extremely positive.