



# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023/2024 academic year) 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   | Quinton Church Primary School |
| Number of pupils in school  | 211                           |
| Proportion (%) of pupil premium eligible pupils                         | 18%                           |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024                     |
| Date this statement was published                                       | September 2023                |
| Date on which it will be reviewed                                       | August 2024                   |
| Statement authorised by   | Carl Watkins                  |
| Pupil premium lead  | Carl Watkins                  |
| Governor / Trustee lead   | Paul Bridges                  |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £52,758 |
| Recovery premium funding allocation this academic year  | £5220   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £57,978 |



# Part A: Pupil premium strategy plan

## Statement of intent

*At Quinton Church Primary School, we are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and intervention takes place when necessary. Pupil premium makes up 18% of the school population (23.8% National) and funding is used to ensure pupils receive quality first teaching, additional support and are provided with as many opportunities as possible to enhance their learning and to enable them to live life in all its fullness.*

*All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.*

*In response to the COVID-19 pandemic, pupil premium funding will assist in ensuring disadvantaged pupils receive high quality intervention so that the attainment gap between disadvantaged and non-disadvantaged pupils closes.*

*So far, we have had a number of strategies in place that have made a positive impact on the progress, attainment and self-confidence of our Pupil Premium children. These have included:*

- Phonics intervention for Year 1 pupils to ensure they are prepared for the phonics check.*
- Year 2 phonics intervention to ensure any pupils who did not pass the phonics check in year 1 have the best possible chance of passing the Year 2 re-take.*
- Teaching assistant led intervention in Key Stage 1 and 2 to support pupils who are not achieving the expected level in reading, writing and mathematics.*
- Support provided to Year 6 pupils in reading, writing and mathematics to ensure they achieve age related expectations in the end of key stage tests.*
- Supporting families with music tuition fees to ensure they can access extra-curricular opportunities.*
- Providing targeted tuition to disadvantaged pupils across the school.*
- Ensuring all disadvantaged pupils have access to educational visits.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Gaps in attainment for all pupils as a result of the COVID-19 pandemic   |
| 2                | 38% of Pupil Premium pupils have special educational needs and as a result have low levels of Literacy and Maths. Low levels of reading serve as a barrier for children to access the whole curriculum |
| 3                | Disadvantaged pupils are underperforming when compared to their peers.   |
| 4                | Attainment on entry is below developmental milestones for some of the children.  |
| 5                | Low self-esteem, expectations and aspirations are more prevalent amongst PP children.  |

## 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 ensure high quality teaching in all year groups.  | <ul style="list-style-type: none"> <li>Agreed lesson structure and pedagogy are fully embedded.</li> <li>All teaching is at least good.</li> <li>Coaching is part of school culture.</li> </ul> |
| To close the attainment gap between disadvantaged pupils and their peers.  | <ul style="list-style-type: none"> <li>Disadvantaged pupils who are not SEND are meeting their FFT 50 targets.</li> </ul>   |
| Pupils who are both SEND and disadvantaged to make accelerated progress.   | <ul style="list-style-type: none"> <li>Disadvantaged pupils who are SEND can demonstrate accelerated progress.</li> </ul>   |
| Provide early intervention in language and phonics for pupils who are not meeting developmental milestones so that pupils have a good level of development and pass the phonics check. | <ul style="list-style-type: none"> <li>All pupils are assessed using WellComm.</li> <li>Above national GLD.</li> <li>Above national results in the Y1 phonics check.</li> </ul>                 |
| Raise confidence and self-esteem for disadvantaged pupils.   | <ul style="list-style-type: none"> <li>Engagement from disadvantaged pupils improves.</li> </ul>  |

## 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: £11,744

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Ensure that there is a rigorous CPD and monitoring cycle in place with follow-up coaching provided to all teaching and support staff when required.</i> | The quality of our teaching practice is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015). Its effectiveness can unlock both the personal and academic potential of all our students which supports our centralised mission, vision and values to secure the priorities for our students. (BDMAT teaching and learning toolkit)                      | 1<br>2                        |
| To provide training to middle and senior leaders through engagement in the NPQ programmes through CEFEL  | Teachers can specialise in leading teaching (bringing evidence-based teaching and learning into the classroom), behaviour management or teacher development in their school. (Ambition)  | 1<br>2<br>3<br>4<br>5         |
| Through a rigorous monitoring cycle, coaching is to be provided to teachers as it is needed.   | Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention.<br><br>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. | 1<br>2<br>3<br>4<br>5         |

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

Budgeted cost: £45,834

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| To provide disadvantaged SEND pupils with targeted intervention  | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  | 2                             |
| Due to the high pupil premium and SEND needs of the Year 5 cohort, utilize the recovery premium funding to provide targeted intervention to selected pupils in the Spring term.  | EEF teaching and learning toolkit: Overall, evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact   | 1<br>2<br>3<br>4<br>5         |
| Due to the educational and well-being impact COVID-19 has had, and the high proportion of pupil premium and SEND pupils in Year 6, an HoS will be providing intervention and support in reading, writing and maths. Group size will be less than 20 per group. | Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. (EEF) | 1<br>2<br>3<br>5              |
| Due to the educational and well-being impact COVID-19 has had, there will be a full time TA to support Year 1 and Year 1 Pupil Premium children to receive additional, targeted support in phonics, reading, writing and maths.                                | EEF Teaching and Learning Toolkit states, "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress."   | 1<br>2<br>3<br>4<br>5         |
| Due to the high needs and gaps in learning in Year 3, there will be a teaching assistant to deliver targeted   | The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core   | 1<br>2<br>3<br>5              |

|  |  |                  |
|--|--|------------------|
| interventions to pupils in phonics, maths, reading, writing and SEMH.  | and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this   |                  |
| Due to the educational and well-being impact COVID-19 has had, there will be a teaching assistant to deliver targeted interventions to pupils in phonics, maths, reading, writing and SEMH to pupils in years 4 and 5. | The EEF and John Hattie all cite evidence that small group interventions with high quality teaching all have a significant impact on children's learning especially when there is a focus on core and subject-specific vocabulary, phonics and phonemic awareness and comprehension skills. We want to ensure that a higher proportion of Pupil Premium pupils achieve the expected or higher standard at the end of the year and/or make accelerated progress to diminish differences and believe that carefully targeted interventions will address this | 1<br>2<br>3<br>5 |
| To deliver the Nuffield Early Language Intervention and WellComm to Reception pupils.  | EEF- studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.   | 4                |

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

Budgeted cost: £400

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| School to subsidise educational visits for PP children. | The school's curriculum will offer pupils more opportunities to learn outside of school, through external visits we want all of our pupils to be able to access these opportunities. | 5                             |

**Total budgeted cost: £57,978**



# 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.

| Action   | Impact  |
|--|---|
| <i>Ensure that there is a rigorous CPD and monitoring cycle in place with follow-up coaching provided to all teaching and support staff when required.</i> | All teaching is graded good or better with all teachers following the school's agreed lesson structure and pedagogy. Actions from monitoring have been followed up quickly by all leaders. BDMAT annual review and learning walks/observations completed by the school improvement advisor agree with these judgements and the school has been categorised as a capacity giving school for the academic year 2023-2024. |
| To provide training to middle and senior leaders through engagement in the NPQ programmes through CEFEL  | Deputy Headteacher has completed the NPQSL and two teachers have also completed an NPQ. As a result distributed leadership is stronger across the school and middle leaders have greater accountability for their areas of responsibility.  |
| Early career teachers (NQT+1) to receive a comprehensive CPD package through BDMAT training programme.   | NQT+1 successfully completed the induction period.  |
| An M6 teacher to provide weekly, in-class coaching support for an NQT+1  | NQT+1 successfully completed the induction period.  |
| Through a rigorous monitoring cycle, coaching is to be provided to teachers as it is needed.   | All teaching is graded good or better with all teachers following the school's agreed lesson structure and pedagogy. Actions from monitoring have been followed up quickly by all leaders. BDMAT annual review and learning walks/observations completed by the school improvement advisor agree with these judgements and the school has been categorised as a capacity giving school for the academic year 2023-2024. |

|   |   |
|---|---|
| <p>To provide disadvantaged SEND pupils with targeted intervention</p>                |   |
| <p>Selected disadvantaged pupils to receive tutoring from a qualified teacher/NTP</p> | <p>Pupils in Year 4 5 and 6 were targeted for tutoring.</p> <p>Data for each year group, showing the impact tutoring has had on the class data.</p> <p><b>Year 4 (64% of the PP cohort are also SEND)</b></p> <p>Reading</p> <p>55% of PP children are on track for expected. This is an increase from 27% in the previous year.</p> <p>Writing</p> <p>27% of PP children are on track for expected, with three further pupil predicted to be expected in Year 5. This is an increase from 9% in the previous year.</p> <p>Maths</p> <p>36% of PP children are on track for expected. This is an increase from 18% in the previous year.</p> <p><b>Year 5 (25% of the PP cohort are also SEND)</b></p> <p>Reading</p> <p>50% of PP children are on track for expected, with two further pupils predicted to be expected in Year 6. This is an increase from 38% in the previous year.</p> <p>Writing</p> <p>50% of PP children are on track for expected, with one further pupil predicted to be expected in Year 6. This is an increase from 38% in the previous year.</p> |





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|---|---|
|   | <p>Maths</p> <p>75% of PP children are on track for expected. This is an increase from 62% in the previous year.</p> <p><b>Year 6 (50% of the PP cohort are also SEND)</b></p> <p>Reading</p> <p>63% of PP children are on track for expected. This is an increase from 25% in the previous year.</p> <p>Writing</p> <p>63% of PP children are on track for expected. This is an increase from 25% in the previous year.</p> <p>Maths</p> <p>63% of PP children are on track for expected. This is an increase from 50% in the previous year.</p> |
| <p>Due to the educational and well-being impact COVID-19 has had, and the high proportion of pupil premium and SEND pupils in Year 6, an AHT will be providing intervention and support in reading, writing and maths. Group size will be less than 20 per group.</p> | <p>The Deputy Headteacher has provided target interventions to pupils in Year 6 throughout the year.</p> <p>Y6 SATS Data for pupil premium pupils (Achieving the expected standard)</p> <p>Reading 63% (25% at the end of Year 5)</p> <p>Writing 63% (25% at the end of Year 5)</p> <p>Maths 63% (50% at the end of Year 5)</p>   |
| <p>Due to the educational and well-being impact COVID-19 has had, there will be a full time TA to support Year 1 and Year 1 Pupil Premium children to receive additional, targeted support in phonics, reading, writing and maths.</p>                                | <p>93% of pupils passed the Y1 phonics check.</p> <p>100% of pupil premium pupils passed the phonics check.</p>   |



|   |  |
|---|--|
| <p>Due to the high needs and gaps in learning in Year 3, there will be two teaching assistants to deliver targeted interventions to pupils in phonics, maths, reading, writing and SEMH.</p>                                  | <p>Due to staffing changes, support was provided for maths in Year 3.</p> <p>Year 3 pupil premium data</p> <p>Maths 33% (17% in the previous year)</p>   |
| <p>Due to the educational and well-being impact COVID-19 has had, there will be a teaching assistant to deliver targeted interventions to pupils in phonics, maths, reading, writing and SEMH to pupils in years 4 and 5.</p> | <p>Year 4 pupil premium data</p> <p>Reading 55% (27% in the previous year)</p> <p>Writing 27% (9% in the previous year)</p> <p>Maths 36% (18% in the previous year)</p><br><p>Year 5 pupil premium data</p> <p>Reading 50% (38% in the previous year)</p> <p>Writing 50% (38% in the previous year)</p> <p>Maths 75% (62%% in the previous year)</p> |
| <p>To deliver the Nuffield Early Language Intervention and WellComm to Reception pupils.</p>  | <p>WellComm was delivered to Reception pupils.</p> <p>80% of pupils have been assessed by the teacher as expected in communication and language.</p>   |
| <p>School to subsidise educational visits for PP children.</p>  | <p>All Pupils have been able to attend all educational visits where consent has been provided from a parents/carers.</p>   |