

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 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	207
Proportion (%) of pupil premium eligible pupils	16% (34/207)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025 <i>Updated Dec 2025</i>
Date on which it will be reviewed	August 2026
Statement authorised by	Steve Miller
Pupil premium lead	Steve Miller
Governor lead	Sarah Lal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,831.38
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 72,831.38

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 16% of the school population (25.7% 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.

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 'evidence based' interventions 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	27% of Pupil Premium pupils have special educational needs and as a result have low levels of English 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 particularly in reaching higher attainment outcomes.
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"> Agreed lesson structure and pedagogy are fully embedded. All teaching is at least good.
To close the attainment gap between disadvantaged pupils and their peers.	<ul style="list-style-type: none"> Disadvantaged pupils who are not SEND are meeting their FFT 50 targets.
Pupils who are both SEND and disadvantaged to make accelerated progress.	<ul style="list-style-type: none"> Disadvantaged pupils who are SEND can demonstrate accelerated progress.
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"> All pupils are assessed using WellComm. Above national GLD. Above national results in the Y1 phonics check.
Raise confidence and self-esteem for disadvantaged pupils.	<ul style="list-style-type: none"> Engagement from disadvantaged pupils improves.

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: £1,500 (dependent on figures from DfE)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure that there is a rigorous CPD and monitoring cycle in place with follow-up dissemination/support for staff when required.</i></p> <p>(BDMAT – network, NPQs, Bright Spots leadership program, middle leader development, maths hub)</p>	<p>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.</p>	<p>1 2 3</p>

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

Budgeted cost: £70,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide disadvantaged SEND pupils with targeted intervention</p>	<p>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.</p>	<p>2</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, a senior leader will be providing intervention and support in reading, writing and maths. Group size will be less than 10 per group.</p>	<p>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)</p>	<p>1 2 3 5</p>
<p>Due to the educational and well-being impact of COVID-</p>	<p>EEF Teaching and Learning Toolkit states, "Phonics approaches have been</p>	<p>1 2</p>

<p>19, targeted support in phonics, reading, writing, and maths will continue across Key Stage 1. Teaching Assistant capacity will be deployed flexibly across the school to ensure effective, evidence-based support, prioritising KS1 pupils where additional intervention is most beneficial.</p>	<p>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."</p>	<p>4 5</p>
<p>Due to the high needs and gaps in learning in Years 3 and 4, targeted interventions in phonics, maths, reading, writing and SEMH will continue. Teaching Assistant capacity will be deployed flexibly across these year groups to ensure pupils with the greatest need receive effective, evidence-based support. The use of multiagency support where necessary - SEMH</p>	<p>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</p>	<p>1 2 3 5</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 5 and 6.</p>	<p>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</p>	<p>1 2 3 5</p>
<p>To deliver the Nuffield Early Language Intervention and WellComm to Reception pupils.</p>	<p>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.</p>	<p>4</p>

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

Budgeted cost: £800

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
Providing My Happy Mind to support children's positive mental health	Develops Resilience and Self-Esteem and enhances Self-Regulation. The program aims to build resilient, balanced, and happy minds, equipping children with the knowledge, skills, and tools to thrive	1, 5
Targeted provision of extra-curricular activities (after-school sports clubs) to children who receive Pupil Premium.	Bridging the opportunity gap. EEF: participation in extracurricular programs, such as sports, music, and academic clubs, "can boost children's confidence, social skills, and academic performance, particularly for those from low-income backgrounds." These activities provide structured environments where children develop important life skills, build friendships, and gain experiences that can positively impact their future opportunities.	3, 5

Total budgeted cost: £72,831

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 2024 to 2025 academic year.

Action	Impact
<p><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></p>	<p>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 semi-supported school for the academic year 2024-2025, due only to the new senior leadership team.</p>
<p>To provide training to middle and senior leaders through engagement in the NPQ programmes through CEFEL</p>	<p>The new senior leadership team, replacing the previous headteacher and deputy headteacher, have benefitted from middle leaders who have greater accountability for their areas of responsibility following their completions of NPQs.</p>
<p>Through a rigorous monitoring cycle, coaching is to be provided to teachers as it is needed.</p>	<p>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.</p>
<p>To provide disadvantaged SEND pupils with targeted intervention</p>	<p>Targeted interventions for disadvantaged SEND pupils were delivered consistently throughout the year. While overall attainment in Reading, Writing, and Maths shows a shift from more pupils working above target in 2023–24 to more pupils working at target in 2024–25, this reflects a stabilisation of progress for a cohort with complex needs. The majority of pupils maintained expected</p>

	<p>progress against individual targets, and interventions ensured gaps did not widen further. Strategic deployment of TAs and evidence-based approaches supported engagement and well-being, laying strong foundations for future improvement.</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, the DHT will be providing intervention and support in reading, writing and maths. Group size will be less than 10 per group.</p>	<p>The Deputy Headteacher has provided target interventions to pupils in Year 6 throughout the year.</p> <p>2024/25 Y6 SATS Data for pupil premium pupils (Achieving the expected standard)</p> <p>Reading 47% (25% at the end of Year 5) Writing 73% (25% at the end of Year 5) Maths 67% (50% at the end of Year 5) SPAG – 73%</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 2 Pupil Premium children to receive additional, targeted support in phonics, reading, writing and maths.</p>	<p>83% of pupils passed the Y1 phonics check.</p> <p>100% of pupil premium pupils passed the phonics check.</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 (7 pupils):</p> <p>Maths: 57.2% (Previously 43%)</p> <p>Reading: 71.4% (Previously 100%)</p> <p>Writing: 100.0% (Previously 86%)</p> <p>Year 5 pupil premium data (8 pupils):</p> <p>Maths: 38% (3 of 8), previously in Y4: 33% (2 of 6)</p> <p>Reading: 38% (3 of 8), previously in Y4: 33% (2 of 6)</p> <p>Writing: 38% (3 of 8), previously in Y4: 33% (2 of 6)</p>
<p>To deliver the Nuffield Early Language Intervention and WellComm to Reception pupils.</p>	<p>WellComm was delivered to Reception pupils.</p> <p>97% 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/carer including the year 6 residential.</p>
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