



Queen Mary Avenue Infant & Nursery School

Dream Big, Shine Bright

Pupil Premium 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
School name	Queen Mary Avenue Infant & Nursery School
Number of pupils in school	219 + Nursery (72)
Proportion (%) of pupil premium eligible pupils	59% (includes pupils from FS2 – Year 2) Plus 47% Early Years Pupil Premium (% of pupils in nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Melanie Castle Headteacher
Pupil premium lead	Sophie Todd Deputy headteacher
Governor / Trustee lead	Valdese Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (financial 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>	£208,940

Part A: Pupil premium strategy plan

Statement of intent

The Index of multiple Deprivation in the 'Indices of Deprivation 2019' classed our location as being amongst the 10% most deprived neighbourhoods in the country. It cites Employment, Income, Health and 'Education, Skills and Training' deprivation domains, to all be in the 10% most deprived categories.

Our pupil premium strategy aims to remove, or significantly reduce, the impact of these barriers which inhibit our students and ensure that ALL of our pupils receive the highest quality education to enable them to reach their full potential and become active, socially responsible citizens of the future. We aim for all pupils to 'Dream Big and Shine Bright!'

At Queen Mary Avenue Infant and Nursery School we work closely with our families and the wider community to give the children the very best start possible. Positive relationships are at the heart of what we do and we work very hard to support all pupils in developing their unique personalities and talents. In our recent OFSTED (July 2024) they recognised that, 'Caring and positive relationships between staff and pupils are evident across the school.' We pride ourselves on the pastoral provision on offer; our caring and dedicated team strive to ensure that all pupils become the best they can possibly be. We recognise that children learn best when they are working in a calm, safe environment, taking part in learning tasks which are interesting and enjoyable. We therefore offer a broad and balanced curriculum, enhanced by a variety of theme days, trips and visitors. We also provide a wide range of clubs and enrichment opportunities.

Our key principles are as follows:

Raising Aspiration

We will provide a culture where:

Staff believe in all children

All pupils are expected to achieve well

Barriers are identified and strategies to overcome these barriers are implemented effectively.

Staff support children to develop 'growth mind sets' towards learning

Children receive intrinsic and extrinsic rewards to motivate and encourage learning.

Success is celebrated explicitly.

Analysing data and Identifying Pupils

We will ensure that:

All staff and governors are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Staff are aware of their roles in analysing available data and responding appropriately to ensure children reach their full potential

We use research to support us in determining the strategies that will be most effective

We engage with governors and external professionals to challenge and support our data analysis

Underachievement at all levels is targeted (not just lower attaining pupils)

Identification of Pupils

We will ensure that:

All teaching staff are involved in the analysis of data and identification of pupils

Formative and summative assessments are used well for early identification of need and address issues as they arise.

Rigorous pupil progress meetings with teaching staff are held with SLT, SENCO and subject leaders to ensure early identification of needs and addressing of issues as they arise.

All staff are aware of who pupil premium and vulnerable children are

All pupil premium children benefit from the funding, not just those who are underperforming academically

Underachievement at all levels is targeted (not just the first 20% pupils)

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive quality first teaching by-

Setting high expectations

Ensuring consistent implementation of policies and procedures for teaching and learning

Sharing good practice within the school and draw on external expertise

Providing high quality CPD

Using assessment data effectively

Monitoring teaching and learning and effectively

Individualised Support

We will ensure that the additional support we provide is effective by:

Looking at the individual needs of each child and identifying their barriers to learning

Ensuring additional support staff and class teachers communicate regularly

Using leadership and coaching, to provide high quality interventions across their year group

Working with other agencies to bring in additional expertise

Tailoring intervention to the needs of individuals

Measuring the impact of intervention provided.

Well-being

We will ensure that children's well-being is monitored effectively by:

Monitoring children's social and emotional needs

Raising children's aspirations through holding key jobs in school

Developing children's pride in themselves, their school and their community

Leading assemblies

Recognising and building on children's strengths to further boost confidence.

Develop wider opportunities within arts and sports.

Challenges

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

Challenge number	Detail of challenge
In-School Barriers	
1	Around 1/3 of the children eligible for Pupil Premium also have 'high needs' with additional vulnerabilities such as SEND, social and emotional needs, behavioural difficulties, family issues requiring support from outside agencies and/or low prior attainment.
2	There is a gap of 9% in writing PP to all children.
3	A large number of children eligible for Pupil Premium have difficulties with speech, language and communication.
4	Attendance - in 2023-24 attendance for all pupils was 92.8% whilst it was 91.2% for those eligible for pupil premium, national was 88.9%. Currently, 78% of persistent absentees are eligible for pupil premium. School data shows that attendance has significant impact on attainment and progress. OFSTED JULY 2024, 'Pupils with high levels of attendance, including those with special educational needs and/or disabilities (SEND), achieve well.'
5	Lack of wider world experiences which impacts on the vocabulary of our pupils.
6	Circumstances in the home which have an impact on the pupil's emotional wellbeing in school. This is a barrier to progress.

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
1. Pupils with 'high needs' are able to access mainstream education and quality first teaching through highly staffed provision and bespoke timetables. These pupils will have improved behaviour and a high level of support for their academic and social and emotional needs.	Pupils develop their own strategies for coping with and dealing with their emotions. Less incidents of behaviour. Pupils make good progress in relation to their starting points.
2. Higher rates of reading attainment for pupils eligible for PP, leading to a closing of the PP attainment gap compared to non-PP children.	Pupils eligible for PP make progress in line with, or greater than, non-PP pupils. The reading attainment gap between pupils eligible for PP and other pupils to close or no longer exist.
3. Less children will start KS1 with problems around speech, language and communication. Identification of issues within these areas will be done early to ensure appropriate interventions are in place.	Pupils in Nursery and FS2 will make exceeding progress in Speech and Communication areas of the curriculum. More PP children will achieve age related in those areas at FS2.
4. Attendance rates of pupil premium children to meet or exceed rates for non-pupil premium children.	Raised awareness of attendance and the impact of low attendance on outcomes for children. Improved rates of attendance
5. Increased participation of pupil premium children in extra-curricular activities (60-70%) including trips.-	Children to attend all trips in every year group (funding provided if necessary) Monitor representation of vulnerable groups in enrichment opportunities; children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities with financial support will be provided.
6. Children come to school feeling happy, safe and confident so that they are better equipped to learn, take risks in their work and challenge themselves to do better.	Children have a trusted key person with whom to discuss worries or concerns. Pastoral support in place for vulnerable children and families. Children are ready to learn through provision of breakfast, a calm start to the school day and help with organisation of books bags.
7. For children and their parents to engage with the learning at school and at home.	Good or better progress made, children learning and enjoying school. Parents engaged in their child's learning

Activity in this academic year 24-25

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: £201,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA's provided to children with high needs to support them to access the mainstream classroom.	Nurture Group Network research identifies a range of studies showing the benefits of nurture provision, including gains in emotional and social functioning alongside academic performance 'Up to 4 months added progress for social and emotional learning programmes' (Social & Emotional learning - Teaching & Learning Toolkit)EEF	1,3,
Dedicated SENCO time to ensure that referrals are made to external agencies and for the management of EHCPs & EYIF applications, ensuring these pupils receive the support necessary.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. - EEF	1, 6
Reading leader time: Assessing, coaching staff, CPD time, organising groups, monitoring, etc	Phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is more effective on average than other approaches to early reading. – EEF	2,3, 5
EYFS Lead	Disadvantaged children benefit from high quality teaching, especially where this include a mixture of children from different social backgrounds and a strong educational component.(EEF Early Years interventions)	2
Reading fluency and comprehension practice. 6 Teachers 4 x weekly – 20 mins	The EEF states reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is	2,3

	a crucial component of early reading instruction.	
Safeguarding Officer – To support vulnerable children and families in times of need.	Ensure multi-agency information sharing to best support the children and their families in times of needs.	6
Staff for Parent & Toddler group	The EEF identifies parental involvement as having up to 3 months added progress for children.	4,6
Resources for real life experiences in the classroom/hook days.	Quality resources and real life experiences ignite the learning and allow our most disadvantaged children to be part of experiences in which they may not otherwise be exposed to.	1, 2

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

Budgeted cost: £ 87,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fortis Therapy	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. - EEF	1
One to One RWI interventions, KS1 and FS2:	Phonics approaches are effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) and is more effective on average than other approaches to early reading. – EEF 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 EEF	2
Speech and Language interventions including Intensive interaction, curiosity program, bucket time. Black Sheep Press, WELLCOMM. One to one or small group work to be led by class TA's to provide tailored support to children who have been	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.(EEF Communication & Language approaches)	2,3

identified as needing additional support to improve speech and vocabulary.		
Learning mentor to deliver pastoral interventions and support vulnerable pupils: Forest school, Lego Therapy, Colour away your worries, Talkabout programmes, 1:1 time to talk sessions:	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): (EEF Social & Emotional Learning)	1,3,6
Compass Go £0	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. - EEF	6

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

Budgeted cost: £ 100,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence Me	The EEF identifies parental involvement as having up to 3 months added progress for children	2, 5
Educational Welfare Officer, Attendance officer, DSL and Head teacher work together with families to improve attendance and punctuality – Attendance letters – half-termly. Meetings between the head, families and EWO.	Ensure school attendance improves to be at least in line with national average. Ensure there are no significant differences in absence rates and % of pupils with persistent absence.	4
DSL and attendance lead - support parents who are temporarily struggling to bring their children to school so pupils can access all of the day.	Ensure school attendance improves to be at least in line with national average. Ensure there are no significant differences in absence rates and % of pupils with persistent absence.	4

Toast is provided in each classroom at the start of the school day.	The children will receive a nutritional breakfast which will improve their health and well-being. This will impact on improved concentration in lessons, improved attendance and punctuality.	4,6
Provide funding and encouragement for pupils eligible for pupil premium to attend breakfast club, residential visits, educational visits and to participate in enrichment activities at school.	Arts participation, sports participation and outdoor learning have been shown to have a positive effect on learning with improved outcomes in English, maths and science. Greater effects have been identified for younger pupils and wider benefits on attitudes to learning and well-being have also been consistently reported (EEF).	1,4,5
Parent & toddler group resources:	The EEF identifies parental involvement as having up to 3 months added progress for children	4,7
Use of SIMS tracker for eligibility.	Children will be identified as being eligible for PP as soon as the system is alerted. This allows for the PP numbers to be accurate and to generate the correct funding.	1
Promoting a love of reading: reading areas around the school and in classrooms, new books, Rainbow Reading Challenge.	DFE <i>Research evidence on reading for pleasure</i> (May 2012) outlines the evidence of the many benefits of reading for pleasure- ' <i>Reading enjoyment had been reported as more important for children's educational success than their family's socio-economic status (OECD,2022)</i> '	2
We have to provide money towards free school meals.	There is extensive evidence that providing school meals to vulnerable children improves both health and learning outcomes. (NIESR 2023)	1,2,3

Total budgeted cost: £ [£388,191]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

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

Programme	Provider
TT Rockstars	TT Rockstars
Curriculum Maestro	Cornerstones Education
Jigsaw PSHE	Jigsaw Education Group
Jigsaw RE	Jigsaw Education Group

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupil premium or recovery premium funding.