Pupil premium strategy statement

(2025 - 2026)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. Some initiatives will be supported through our main school budget.

School overview

Detail	Data
School name	Quernmore Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years (Year 2 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	F Richardson
Pupil premium lead	F Richardson

Governor / Trustee lead	Jan Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest

impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations of pupils entering YR have identified issues with oral **speech and language**. In comparison to previous years, some pupils are finding speaking in full sentences and holding two way conversations challenging. There continues to be more children than usual with speech and language referrals.
2	Some disadvantaged pupils have **lower prior attainmen**t which may mean that they are at higher risk of not attaining age-related expectations. Autumn assessments indicate a high proportion of disadvantaged children are working below age related expectations in phonics, Reading, Writing and Maths.

4	Some pupils disadvantaged children also have other barriers to learning (eg specific SEN, social, emotional or attendance issues) which can be detrimental to progress.
5	Our 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. 20% of our pupils currently require regular additional support with social and emotional needs.
6	Accessing trips, extra-curriculuar actvities and extended school provision is unattainable for some.

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
From their starting point, children to make at least good progress and achieve in line with the national figure.	Assessments and observations will indicate that disadvantaged children are making good progress in all areas of the Curriculum. Reading, writing and maths outcomes by summer 2026 will show that 70% of disadvantaged pupils have achieved age-related expectations.
All PPG pupils are supported to develop key skills in early vocabulary, reading and writing through a variety of intervention strategies.	Assessments and observations will indicate that disadvantaged children are making good progress in all areas of the Curriculum. Reading and writing outcomes by summer 2026 will show that 70% of disadvantaged pupils have achieved age-related expectations.

All YR pupils are supported to develop their oral communication skills.	Pupils will meet their Early Learning Goal in Communication and Language by the end of Summer Term.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 will be demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ *3,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training in phonics and early reading programme for all staff through Optima Reading.	Phonics combined with reading comprehension strategies has a strong impact on pupils reading and writing. On average, students make 12 months' progress in six months and the incidence of reading difficulties has been reduced from the typical 20-25% to less than 3%. https://optimapsychology.com/why-optima/the-results/	1,2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access White Rose and Numbersense training.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3
Place reading at the heart of our curriculum through Talk4 Reading and Optima approaches. All classes should have quality class readers, weekly guided reading and engagement activities throughout the year, and develop their reading scheme in line with our phonics scheme..	The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2 Improving Literacy in Key Stage 1	1,2,3
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2,3

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

Budgeted cost: £15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm - instant speech, language and communication needs (SLCN) profile and ready-made interventions that can be used straight away.	WellComm helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most. Early detection is crucial, as children often mask their difficulties, particularly in KS2. Language barriers are often hidden, 2-3 children in every classroom face significant SLCN with many more children potentially underdiagnosed and unsupported. Early identification ensures children get the help they need, boosting their confidence and helping them thrive.	2,3
Targeted interventions in reading, writing and maths for KS2	One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,3

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

Budgeted cost: £ *5370*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mindfulness Kidsafe programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4,5

Coram PSHE syllabus Increase in enrichment opportunities	performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Resilient Minds	An NHS programme that helps pupils and their families improve their resilience.	4,5
Extended school time	Supporting families to ensure their children have access to extended school hours where necessary and to extra-curricular opportunities.	6

Total budgeted cost: £ *15,150*

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 2025 to 2026 academic year.

The number of PPG children in our school is very low which makes comparisons between years very difficult.

From their starting point, children to make at least good progress and achieve in line with the national figure.

Internal and external assessments in Summer 2024 suggest that our PPG pupils made than expected progress in 2023/2024 with some pupils closing the gap and making better than expected progress, particularly in reading and writing in Upper KS2. Some pupils in KS2 are not making expected progress in writing.

Where pupils have not ‘closed the gap’ SEN has been identified.

Our assessment of the reasons for these outcomes points primarily to high quality teaching, accurate assessment and interventions which are tailored to the needs of individual children.

Our assessments and observations indicated that pupil wellbeing and mental health continue to be affected this year despite interventions and programmes children have had access to.