

Pupil Premium Strategy Statement

Queen Emma Primary School: 2025 - 2026

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. This is the third year of implementing our three year plan.

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
Queen Emma Primary School	
Number of pupils in school	329 (YR to Y6) 389 (Nursery to Y6)
Proportion (%) of pupil premium eligible pupils	YR to Y6 67 pupils = 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	Reviewed annually
Statement authorised by	Mrs S Jarman Executive Headteacher
Pupil Premium lead	Miss C Stubbs Deputy Headteacher
Governor / Trustee lead	Dr. Sean Lang

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£128,775
Recovery Premium funding allocation this academic year	£0
Total budget for this academic 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>	£128,775



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face develop a lifelong love of learning and leave our school with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. Our curriculum is our pupil's opportunity and through carefully planned and sequenced learning opportunities, we aim to improve the life chances for all our pupils. As an inclusive, welcoming and caring school where every child matters, we recognise that all of our pupils have strengths and skills to celebrate. Our compassionate approach to engaging our pupils and parents ensures that pupils can make the best possible progress across all areas of the curriculum.

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 narrowing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through our teaching, we strive to ensure that all our pupils make at least good progress and achieve the highest possible levels of attainment.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not in assumptions about the impact of disadvantage. Our approaches ensure that all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what disadvantaged pupils can achieve. We are constantly identifying ways to refine and improve our practice and to ensure that all staff understand the crucial part they play in addressing educational disadvantage.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that disadvantaged pupils make at least expected levels of progress.
- To improve attendance and punctuality.
- To support pupil's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Supporting staff to develop knowledge and skills in how to address educational disadvantage
- Allocating funding streams to ensure that teaching and learning opportunities meet the needs of all pupils.
- Using targeted 1-1 and small group support to narrow the attainment gap and to promote accelerated levels of progress.
- Ensuring that pupils have access to an equitable and engaging curriculum offer as well as wider curriculum opportunities.
- Offering strong support mechanisms to engage families through home-school family support workers and therapeutic approaches.
- Supporting payment for activities, educational visits and residential activities, ensuring pupils have a wide variety of rich first hand experiences to use and support learning in the classroom.

Our key principle is to reduce the impact of disadvantage on educational outcomes for all pupils. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. The challenges are varied and there is no 'one size fits all' approach.

Challenges

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

Challenge Number	Detail of Challenge
1	Delayed language acquisition in younger learners.
2	Formative and summative assessment indicate slower levels of attainment in Reading and slower acquisition of Phonics skills in EYFS and Year 1.
3	Internal assessments indicate that attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessments, observations and discussions with pupils and families have identified emotional and social issues, low self-confidence and difficulty in regulating emotions, including the use of emotional vocabulary. Disadvantaged pupils also have lower self-esteem, resilience and stamina for learning and therefore make less progress.
5	Poor attendance and punctuality issues are impacting on the attainment of disadvantaged pupils. Attendance data shows that attendance of disadvantaged pupils is lower than non-disadvantaged pupils.
6	Limited opportunities for wider educational and life experiences.

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 in Early Years.	Assessments and observations indicate improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment will also
Improved reading and phonics attainment among disadvantaged pupils in Early Years and Year 1.	Improved outcomes for disadvantaged pupils in reading and phonics.
Improved attainment for disadvantaged pupils at the end of KS2.	Provision and outcomes for disadvantaged pupils will improve over the next two years, leading to increased levels of progress made by disadvantaged pupils in reading, writing and mathematics.
Sustained improvement in wellbeing for all pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated through... • Qualitative data from pupil voice and teacher observations • Increase in pupil stamina and resilience • Effective, targeted support for vulnerable families and individual pupils • Increased attendance of disadvantaged pupils
Improved access to wider curriculum experiences for disadvantaged pupils.	There will be an increase in participation in enrichment and wider curriculum activities, particularly among disadvantaged pupils, leading to improved attitudes to learning.

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: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund cover time to enable staff to undertake professional development through the form of completion of National Professional Qualifications.	NPQs are designed to support the professional development of teachers and leaders. Participants undertake NPQs for a range of reasons. The most common is related to learning new knowledge and skills, followed by improving pupil outcomes and increased knowledge of the latest evidence. <i>Emerging Findings from the NPQ Evaluation: September 2024 (CFE Research)</i>	3, 4

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

Budgeted cost: **£48,228.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the Nuffield Early Language Intervention (NELI) programme in EYFS to improve listening, narrative and vocabulary skills for disadvantage pupils who have low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <i>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions and Individualised Instruction</i>	1
Small group phonics and reading intervention targeted towards pupils in Y1 and Y2 who are not secure with Phase 5 phonics. Use FFT RAP and past phonics screening tests to complete phonics screening tests at the end of Autumn B, Spring B and Summer A.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic and reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. <i>EEF Teaching and Learning Toolkit: Phonics and Individualised Instruction</i>	2

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

Budgeted cost: **£79,046.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Leader supports vulnerable pupils and families. Support for parents and pupils includes advice, guidance, early intervention and classroom support. Pastoral Leader also takes on the role of co-attendance champion and works with families to promote school engagement.	Parental engagement is defined as the involvement of parents in supporting their child's academic learning. Our pastoral leader provides vital support to parents regarding attendance, academic issues, social and emotional issues. Liaison with outside agencies is also provided for families in crisis. <i>EEF Teaching and Learning Toolkit: Parental Engagement, Social and Emotional Learning</i>	4, 5
Nurture Group Leader supports vulnerable pupils within the school setting. Support includes early intervention, whole class, classroom, small group and individual support.	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. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	4, 5
Provision of therapeutic support to support pupils with social, emotional and mental health needs. -Provision of Art Therapist - Provision of Mentor Dog	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. Interventions which target social and emotional learning seek to improve pupil's interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <i>EEF Teaching and Learning Toolkit: Social and Emotional Learning</i>	4
Wider Curriculum Opportunities To include... Financial support so that disadvantaged pupils are able to participate in a range of after school clubs, extra-curricular and enrichment activities such as educational visits and activities, theatre groups, concerts, sports events and residential experiences. Provision of breakfast, before and after school club or holiday club for disadvantaged pupils to support	Based on our experiences, we have identified a need to provide funding to enable disadvantaged pupils to take part in a wide variety of extra-curricular and enrichment activities. Participation in these activities supports the development of speaking and listening skills, key 'learning for life' skills such as perseverance and resilience and promote self-confidence and self-regulation skills for individuals. Provision of these activities also boosts pupil well-being, behaviour, attendance and aspiration. They also provide excellent opportunities for pupils to demonstrate use of the 7 habits and develop leadership skills both in and out of the school environment.	4, 5, 6

emotional well-being, school attendance and ensuring pupils start the day 'ready to learn.'	<i>EEF Teaching and Learning Toolkit: Arts Participation, Meta-Cognition and Self-Regulation, Social and Emotional Learning</i> <i>'The Seven Habits of Effective People' by Stephen Covey.</i>	
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Total budgeted cost: £128,775

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our Pupil Premium activity had on pupils in the 2024 - 2025 academic year.

Outcomes in 2024 – 2025 demonstrated improved attainment among disadvantaged pupils in both Year 6 and Year 2. Pupils in receipt of Pupil Premium funding achieved above national outcomes in Reading (93% (National = 75%) and Mathematics (79% (National = 74%). More than half of our disadvantaged pupils met the expected standard in Writing at the end of Year 6 too. End of Year 2 assessments demonstrated that 70% of pupils achieved age related expectations in Reading, 50% in Writing and 70% in Mathematics, an increase on outcomes from the end of the previous year.

Internal assessment from 2024 – 2025 indicate that in other year groups, disadvantaged pupils made at least expected levels of progress in reading, writing and mathematics and that these levels of progress were in line with their non-disadvantaged peers. However, the attainment of disadvantaged pupils was significantly lower than that of their non-disadvantaged peers in other year groups.

Absence among disadvantaged pupils was higher than their non-disadvantaged peers in 2024 - 2025. Work to close this gap included regular monitoring of attendance by the Deputy Headteacher and Pastoral Leader, focusing on pupils whose attendance had dropped below 90%. Pupils with concerning levels of attendance were regularly discussed at ECM meetings and parents were invited to meet with members of FLT. The three letter system was implemented and support was offered to parents / carers via our home-school family worker or an early help assessment. Individual pupil attendance was also regularly discussed at termly parent-teacher meetings. Penalty notices have been issued for holiday requests.

Our assessments and observations indicate that pupil behaviour and well-being for the vast majority of pupils remained positive. Pupils continued to meet the expectations and routines of school life and continued to refer to the 'seven habits' during their learning and in helping to solve issues as they arose both in and out of the classroom. A small number of pupils demonstrated challenges in relation to wellbeing and mental health. Support from external agencies was sought and implemented. This continues to be a significant area of need for 2025 – 2026.

The support of our Pastoral Leader continued to prove invaluable during the year. This provision enabled us to respond very quickly to pupils displaying low, medium and high level needs. In person therapeutic support continued in 2024 - 2025. This proved to be very beneficial to the pupils and families involved.

Ozzy, our school mentor dog continued to be a very popular member of the Queen Emma family in 2024 – 2025. Working with whole classes, small groups and individual pupils, Ozzy provided pupils with emotional support, improving their self-esteem, reducing anxieties and often provoking fun and laughter. In addition, pupils have been taught to show respect and how to care for other living things.

The Leader in Me continued to take a high profile throughout 2024 - 2025. Opportunities were targeted towards our disadvantaged pupils. This enabled a greater number of disadvantaged pupils to take on leadership roles and develop their leadership skills within the school community, both in and out of the classroom.

'Real life experiences' and curriculum enrichment activities took place throughout 2024 - 2025, providing all pupils with the opportunity to develop lifelong learning skills. Examples of enrichment activities included visits from History Off the Page, a visit to the local mosque, Cambridge Botanical Gardens, Wandlebury Nature Reserve,

Boydell's Farm, Duxford Imperial War Museum and the Scott Polar Museum. Year 6 enjoyed two fun-filled days at PGL Caythorpe Court, enjoying a wide range of activities including zip lining, high rope challenges, orienteering and kayaking. All activities were provided free of charge for pupils in receipt of Pupil Premium funding.

Premier Sports and other external providers offered a range of extra-curricular clubs in 2024 - 2025. Pupils in receipt of Pupil Premium funding were offered a paid place at chosen club. Throughout the year, Premier Sport continued to run lunchtime activities. The sessions were greatly enjoyed by all pupils and offered a welcome 'well-being and exercise' break for many children. Collaborative and teamwork skills were also developed during these lunchtime sessions. In 2024 - 2025, attendance at extra-curricular by pupils in receipt of Pupil Premium funding was 78%.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NFER Standardised Tests	NFER (National Foundation for Educational Research)
NELI (Nuffield Early Language Intervention)	DfE, EEF evaluated
FFT Success For All Phonics	FFT
Times Table Rock Stars	Maths Circle Ltd

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further Information

Additional Activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or Recovery Premium funding. This will include:

- Continued use of FFT Success for All Phonics programme.
- Introduction of 'Scribble Club' into Nursery to support the development of language and mark making skills.
- Implementation of 'Drawing Club' and 'Scribble Me into a Writer' into our Reception Class to support the development of language skills, fine motor skills and a love of writing.
- Continued implementation of Federation 'Behaviour Curriculum.'
- Parent and pupil support from MHST team and provision of shared play therapist (shared with Queen Edith Primary School and The Netherhall School).
- Development of SEND room (The Nest / The Hive) to provide bespoke support and provision for some of our youngest pupils with complex additional needs or those who are awaiting outcomes of an EHCP application.
- Support from SEND services and outside agencies to support staff in meeting the needs of individual pupils with complex additional needs.
- Staff training re. Virtual School 'Recovery through Relationships' programme / 'Cambridgeshire Therapeutic Thinking' approach.
- Support from LA English Adviser to raise outcomes in Writing in KS2.
- Staff CPD, led by Mathematic Subject Leaders regarding the continued development of the Maths Mastery approach.
- Tracking all groups of disadvantaged pupils within Pupil Progress meetings, working together with class teachers to best support disadvantaged pupils in all areas of learning.
- Continuation of our Leader in Me journey to support the development of pupil leadership.
- In line with our curriculum action plan, curriculum leaders and subject leaders will continue to review subject skills and progression documents, supporting class teachers to produce carefully sequenced medium term planning for each subject.
- Continuing to offer a wide range of high-quality extra-curricular activities to boost wellbeing, attendance and aspiration. Activities will support the development of lifelong learning skills such as self-confidence, resilience and collaborative working. All disadvantaged pupils will be supported to and encouraged to participate.

Planning, Implementation and Evaluation

In planning our new Pupil Premium strategy, we evaluated the impact of the activities undertaken last year. Evidence from a number of sources (assessments, book scrutiny, staff and pupil discussions), as well as the reading of reports and research papers helped us identify the challenges faced by disadvantaged pupils. We used the EEF's implementation guidance to help us refine our strategy for 2025 - 2026. We will continue to use it when adjusting our plan over time and to support the implementation of activities. The plan will be robustly evaluated at the end of each academic year with the aim to build on successes and to secure better outcomes for all pupils, in particular disadvantaged pupils at the end of each academic year.

We will be constantly evaluating and refining our practises and approaches and will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.