IMPACT OF PUPIL PREMIUM SPENDING 2024/2025

- **1. Overview** For the academic year 2024-2025, Queens Park Primary School received £181,600 in Pupil Premium funding. This funding was strategically used to address barriers to learning for disadvantaged pupils and support their academic and personal development.

2. Key Areas of Investment The funding was allocated to three main areas:

A. Quality Teaching

Initiative	Cost	Intended Impact
Professional development for staff	£20,000	Enhance teaching strategies to support disadvantaged learners.
Investment in evidence-based resources	£10,000	Improve the delivery of literacy and numeracy programs.
Embedding feedback and assessment training	£8,000	Enable precise identification of pupil needs and tailored interventions.

B. Targeted Academic Support

Initiative	Cost	Intended Impact
1:1 and small group tutoring in core subjects	£45,000	Accelerate progress in reading, writing, and mathematics.
Phonics and literacy catch-up programs	£20,000	Ensure younger pupils achieve age-related expectations in reading.
Additional teaching assistant support	£30,000	Provide focused support for disadvantaged pupils in class.

C. Wider Strategies

Initiative	Cost	Intended Impact
Pastoral support and mental health services	£25,000	Improve pupil well-being and engagement in learning.
Subsidized trips and extracurricular activities	£10,000	Ensure all pupils access cultural capital and broader experiences.
Attendance officer and family liaison worker	£10,000	Reduce persistent absence among disadvantaged pupils.
Breakfast and after-school club funding	£3,600	Support working families and ensure pupils start the day ready to learn.

3. Impact on Outcomes

- **Academic Achievement**: The attainment of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths in year 6 was 74% in 2025 which is significantly above national average and results were highly commended by Brigit Phillipson, the secretary of State for Education.

  Reception pupils achieved 84% Good Level of Development which was 14% above national average.

- **Well-Being and Engagement**: Pupil surveys indicated a 92% satisfaction rate with the support provided, and staff reported increased engagement during lessons. All year 6 children were able to access the school residential.

4. Lessons Learned and Next Steps

- **What Worked Well**: Focused tutoring and staff development had the most significant impact on academic outcomes and providing early intervention Speech and Language intervention to all pupils who needed it in the Early years saw positive outcomes for Reception Good Level of Development scores.

  Enhanced pastoral support effectively addressed emotional and behavioural barriers, in particular providing Art therapy for those who needed it and this showed extremely positive outcomes for those pupils.

- **Areas for Improvement**: Further work is needed to improve attendance for disadvantaged pupils as this remains stable but still 1% below the national average. KS1 phonics scores improved but are still not in line with National Average.

- **Future Plans**: The strategies for 2025-2026 will build on these successes, with an increased emphasis on early intervention, with a particular focus on phonics and broadening access to enrichment opportunities.