



Pupil premium strategy statement - Quest Primary School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	174 incl. Nursery 159 excl. Nursery
Proportion (%) of pupil premium eligible pupils	43% excl. Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	TCT Board
Pupil premium lead	Jo Stawman
Governor / Trustee lead	Local Governing Body Collectively

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£12,961
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
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>	£107,141

Part A: Pupil premium strategy plan

Statement of intent

Quest Primary School primarily serves the Monks Hill estate in South Croydon, and other surrounding communities. Historically, the school has always maintained a proportion of pupils well above national average, who are eligible for Pupil Premium Grant funding. Currently, 43% (68) of our pupils from Reception to Year 6 are eligible for this funding. Of these, 40% (27 children) have SEND needs. 39% (62 children) of the school population (R – Y6) seek additional support from the school in relation to other external services such as children's care, Early Help, Housing, food banks or debt management services and support.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain well across all subject areas. The focus of our pupil premium strategy is to support all 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 financially disadvantaged or not.

At Quest Primary we seek to know our families well and understand their vulnerabilities in order to be able to effectively provide targeted support. Factors considered within the vulnerabilities assessment ascertain if a child's home circumstances are challenging to the point that they are unable to achieve their potential in school without significant support. This is likely to mean that these children are in receipt of the PPG (free school meals and Ever6), have historic or current social care involvement, are receiving behavioural or emotional support from the Pupil and Family Support Worker and are working at least one term below their peers academically. They may also have poor attendance. This enables us to specifically target support and intervention to the most disadvantaged pupils within our school community.

Our PP strategy is based on delivering highly effective teaching and learning to all pupils and targeted intervention and support to identified pupils using the following tiered model:

Tier 1: Quality First Teaching which is flexible, engaging, and bespoke is our main tool for achieving these goals. Our specific school focuses are explicit vocabulary instruction; reading fluency, retrieval of and activation of prior knowledge to generate new learning and using the curriculum as the progression model to ensure all children have secured concepts that will allow them to access the next stage of their learning. This model also benefits attainment of the non-disadvantaged pupils in our school.

Tier 2: Targeted Academic Support. At Quest Primary we use pre-teach, precision teach, and School-Led Tutoring as our primary means of supporting catch-up for disadvantaged pupils. Much of this targeted intervention focuses on early reading and development of oral language and reading fluency. Interventions are rooted in diagnostic assessment and regularly reviewed for impact.

Tier 3: Wider Strategies: At Quest Primary this includes support through our Pupil and Family Support Worker, as well as commissioned services from external professionals. Many children are unable to access extra-curricular activities and trips due to the cost, so part of

our strategy is to offer these experiences at a heavily discounted rate to support children broadening their personal horizons and developing their knowledge of the world.

Challenges

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

Challenge number	Detail of challenge
1	Reading fluency assessments show that 72% of PPG children in Years 2 – 6 combined have a WCPM reading rate of less than 110 making them dysfluent readers, impacting on their ability to make meaning from what they are reading and therefore hindering their access to the wider intended curriculum.
2	Disadvantaged pupils are disproportionately represented in our pre-teach group for maths, compared to their non-disadvantaged peers, requiring additional intervention and over-learning to close gaps and access lesson content. Many children have low levels of resilience.
3	Discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment and learning behaviours.
4	27 (40%) of our 68 PPG pupils are on the SEND register, providing another barrier to be overcome to ensure academic progress. Highly effective support and quality first teaching for SEND pupils is thereby necessary to ensure that those who are also disadvantaged can make good progress from their starting points.
5	Our knowledge of our disadvantaged families through our breakfast surveys makes us aware that several families are socioeconomically disadvantaged to a degree whereby access to healthy food can be difficult, impacting on children's physiological needs and academic progress. The number of families has increased as the cost-of-living crisis has escalated during 2022, with several referrals for food banks being made by the school to ensure families have food. Holiday Food has been provided to families, alongside food vouchers and access for all pupils to a free school breakfast daily.
6	Our evaluation of disadvantaged pupils' attendance at extra-curricular clubs demonstrates that clubs are not accessed by many disadvantaged pupils. Take-up of the school residential offer has been low and the trip has therefore not been able to run. This has limited opportunities for enrichment, developing cultural capital and enhancing aspiration for these pupils, as well as skills such as independence.
7	Children's attainment in writing does not reflect the improvements recently made in reading. This impacts on children's ability to access the wider foundation curriculums and be secondary ready in terms of the disciplinary knowledge they require to access subject specific terminology at high school. It also impacts on their ability to demonstrate their knowledge gained through the teaching of the foundation subjects.

8	Overall absence (6.8% summer 2021) for families has been historically above national average and at least since 2019 in the bottom 20% of all schools, including those with a similar level of deprivation. The level of Persistent Absence (23% summer 2021) also falls in the highest 20% of all schools, including those with a similar level of deprivation.
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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
Increase the percentage of fluent readers across Y2 – 6, particularly disadvantaged pupils.	<p>All children in Y2 - Y6 including the disadvantaged, will have increased their WCPM scores.</p> <p>Each cohort's split of fluent/dysfluent readers will demonstrate year-on-year progress up to 2025/26.</p> <p>'Reading' data for Y2 – 6 in 2025/26 will show an improvement and will demonstrate that disadvantaged children have narrowed the gap with their non-disadvantaged peers.</p>
Reduce the number of disadvantaged pupils who require maths pre-teach intervention.	<p>From 2025/26 pre-teach group membership will not be disproportionately represented by disadvantaged pupils.</p> <p>Pupil Progress Meeting data will show increasing percentages of disadvantaged pupils per cohort who are achieving at the expected standard in Reading, Writing and Maths by 2025/26. The percentage of disadvantaged pupils achieving 'Working Towards' will decrease annually for each cohort by 2025/26, subject to pupil mobility.</p> <p>Correlation of data outcomes from children's MTC scores in Y4 to the end of KS2 SATs in Y6 will evidence good progress.</p>
To target effective social and emotional support to promote wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <p>Qualitative data from pupil voice, student and parent surveys and teacher observations.</p> <p>Referrals to the Pupil and Family Support Worker or those directed to commissioned services are highly personalised to individual disadvantaged pupil/family need.</p>
To achieve and sustain Quality First Teaching for SEND pupils who are also PPG disadvantaged.	<p>Outcomes in Reading, Writing, Maths in 2025/26 for SEND pupils who are also disadvantaged, will show at least 4 points progress per year for any pupil who is 'working towards' age-related expectations, to narrow the gap.</p> <p>ELP disadvantaged pupils in 2025/26 will make good progress from their starting points, both academically, emotionally and against their EHCP targets.</p> <p>Attendance for these pupils will be in line with national average.</p>

<p>To support disadvantaged families in particular, with access to healthy food at school and in the holidays, as well as access to uniform and extra support to meet the cost of living.</p>	<p>From 2025/26 disadvantaged pupils entitled to FSM will be accessing in increasing percentages:</p> <ul style="list-style-type: none"> • Free breakfast club provision; • Holiday food packages/vouchers; • Discounted holiday club provision where meals are provided; • Free School Meals (FSM); • Cooking and nutrition lessons/clubs; • Referrals to food banks; • Access to uniform items.
<p>Increase the percentage of disadvantaged children who attend extra-curricular clubs.</p>	<p>By 2025/26 the percentage attendance of disadvantaged children at extra-curricular clubs will show year-on-year increase and at least 75% of disadvantaged children will attend at least one club annually; at least 60% of PPG children will attend more than one club annually. Children will be supported to attend trips and visits by providing these at a discounted rate where possible.</p>
<p>Increase the number of children achieving the age-related expectation for writing each year.</p>	<p>The number of children achieving the expected standard for writing in each cohort will continue to show improvement year-on-year.</p> <p>The gap in reading and writing attainment data will narrow at key national testing points, including EYFS, Y2, Y6.</p> <p>Children’s performance outcomes in the foundation subjects will show that writing is embedded across the curriculum and allows children to gain the knowledge they need in order to progress.</p>
<p>Improve whole-school absence figures so that Quest Primary is no longer in the bottom 20% nationally.</p>	<p>By 2025/26, IDSR data shows that Quest Primary is not in the bottom quintile of schools nationally for whole-school absence or Persistent Absence.</p> <p>The whole-school absence and Persistent Absence figures will show a decrease year-on-year between 2022/23 and 2025/26.</p> <p>Overall attainment will have increased for children in reading, writing, maths combined progress scores as more children attend school more regularly, thereby accessing Quality First Teaching and the full power of the curriculum as the progression model.</p>

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: £30,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching throughout the school, ensuring teachers have strong subject knowledge and use pedagogical strategies that enable disadvantaged pupils to achieve.	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 7
Development of a whole-school reading intervention programme that will encourage disadvantaged pupils to access age-appropriate texts and encourage making meaning. CPD for staff.	Reading comprehension strategies are shown to have very high impact for very low cost on an extensive evidence base that indicate a positive impact on improving the understanding of meaning of text effectively for disadvantaged pupils: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 4, 7
To develop staff expertise and knowledge to ensure high quality consistent teaching of writing.	This report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) and Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	7
To develop staff expertise and knowledge to ensure high quality consistent teaching of maths.	Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	2,

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups. Small group tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 7
Enabling tailored support for children with a SEND need by providing them with the environment and resources required to meet their needs and support academic progress.	The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 7

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering a range of SEMH interventions that support and nurture disadvantaged pupils to feel confident in themselves and access learning at their full potential.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4,
Embedding principles of good practice set out in the DfE's Working together to improve school attendance	<i>Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture. School's recognise the interplay between attendance and wider school</i>	8, 5

<p>publishing.service.gov.uk advice, in relation to improving the attendance of pupils.</p>	<p><i>improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).</i> Working together to improve school attendance (publishing.service.gov.uk)</p>	
<p>Ensuring disadvantaged pupils are supported to access healthy food during school-term time and holiday periods, as well as can access uniform and other support required to ensure they are equipped for school and learning.</p>	<p>2.3 million children live in households that experience food poverty in the UK. Since the Covid-19 pandemic, 69% of Magic Breakfast schools state that child poverty has increased in their school community. Why we are needed Magic Breakfast EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3, 5</p>
<p>Providing a range of subsidised/free extra-curricular activities to disadvantaged pupils to encourage participation and offer opportunities they may otherwise not experience.</p> <p>Subsidising the cost of the Year 6 residential trip to ensure all children are able to access this experience.</p>	<p>Research shows many pupils from disadvantaged backgrounds never get the chance to attend. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). An Unequal Playing Field report.pdf (publishing.service.gov.uk) EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4, 6</p>
<p>Providing wider access to nurture interventions for pupils at school through a trained member of staff, including an ELSA.</p>	<p>Practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4,</p>
<p>To purchase the services of specialist staff such as art therapists and counsellors to ensure that children can receive</p>	<p>Behaviour in schools guidance (publishing.service.gov.uk) Describes how behaviour management provision within schools should be made, including making adjustments for those with SEND or underlying needs.</p>	<p>3, 4,</p>

timely support for their wider SEMH needs.		
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Total budgeted cost: £107,141

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic attainment for PPG children in 2020/21 demonstrates that performance was lower than had been expected.

- 20% of PPG children in Reception meet GLD, compared to 60% of non-PPG children.
- 25% of PPG children in Y1 passed the PSC, compared to 69% of non-PPG children.
- KS1 SATS results showed that 33% of PPG children met at least the EXS standard compared to 90% of non-PPG children for Reading; 17% of PPG children met at least the EXS standard compared to 20% of non-PPG children for Writing; and 50% of PPG children met at least the EXS standard compared to 100% of non-PPG children for mathematics.
- KS2 SATs results showed that only 29% of all children reached the EXS standard in Reading, Writing and Mathematics combined. 66% of PPG children met the EXS in Reading and 33% met the EXS in mathematics. 11% of PPG children achieved the GDS standard in reading and mathematics, which was equal to their non-PPG peers. Mathematics attainment and progress in writing have proven to be significantly below national and in the lowest 20% of all schools.

Attainment and progress for all children, including those who are disadvantaged, has not improved significantly despite the implementation of some of the strategies within the 2021-22 PPG strategy statement. For this reason, and due to the change of leadership at the school from the start of September 2022 (Head of School and Executive Principal) the strategy statement will therefore be re-written to reflect the current priorities and challenges. Challenging circumstances with staffing levels also meant the delivery of school-led tutoring was not as effective as it was hoped to be in addressing the attainment deficit identified for the 37 children prioritised for this intervention. Work on reading across the school, and oracy, ensured that all children were supported to develop their skills and this did have some limited impact in improving outcomes for PPG children in all year groups. Development of vocabulary skills, orally and in writing will remain a renewed focus as part of the 2022-23 strategy statement.

In 2021-22, overall school attendance was low at 91.6%, which was lower than the previous year (it should however be noted that the change in code which Covid absence had to be recorded as, would have significantly impacted this in a year where there was a significant number of Covid cases and the school had some closures due to high Covid cases amongst staff and children.) Attendance of PPG children was 89.2% compared to 91.6% for non-PPG children. PA was also 1.95% higher for PPG children than their non-PPG peers at 28.95%. The introduction of a new role – Learning Coach for

attendance – has ensured that dedicated support can be offered to families who are facing barriers to getting their children to school each day.

Assessments, observations and the support required from external agencies for many of our PPG children and families indicated that pupil wellbeing and mental health were significantly impacted last year, as well as SEND needs presenting as a significant vulnerability for many of our PPG children. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Squash Squared	David Lloyd

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.