



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	196 incl. Nursery 177 excl. Nursery
Proportion (%) of pupil premium eligible pupils	39% excl. Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	TCT Board
Pupil premium lead	Jo Stawman/ Ellie Seaman
Governor / Trustee lead	Local Governing Committee Collectively

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£113,625

Part A: Pupil premium strategy plan

Statement of intent

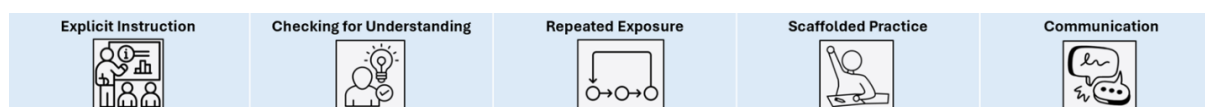
At Quest Primary School, we aim to ensure that every child is supported to achieve their full potential, both academically and personally. Our mission is to collaborate to deliver an Exceptional Education for All and TCT schools share a common belief that this comprises an academically rigorous curriculum, the opportunities for pupils to engage in creative and cultural learning and the development of personal skills and qualities that will enable future success. Furthermore, our Quest Primary motto, 'Learning Changes Lives' is one that we passionately believe in for all our school community, and our staff are committed to delivering each day.

Our Quest Primary School pupil demographic comprises, on average, of: 33% PPG Pupils ('well above average' against national data); 37% SEND pupils, including 12% EHCP ('well above average' against national data); 41% EAL ('well above average' against national data); and with 57% school stability ('well below average' against national data). Both our pupil base deprivation and school location deprivation figures are above average compared to national figures. This information is taken from our most recent Inspection Data Summary Report (IDSR) and our QPS Performance Report. While these statistics do not define our school, they do inform the ways in which we actively plan and work to address need, to ensure all children regardless of their background, can achieve and grow.

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.

At Quest Primary we seek to know our families well and understand any vulnerabilities in order to be able to effectively provide targeted support. Factors considered within the vulnerabilities assessment ascertain if a child's circumstances are challenging to the point that they are unable to achieve their potential in school without significant support. 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 inclusive teaching and learning to all pupils and targeted intervention and support to identified pupils. We therefore take time to consider the complexities of our individual school community's social capital, to ensure we use an evidence informed approach to deploy the most effective teaching and learning strategies in our classrooms. We have identified the 5 strategies below which form the outline of our offer, to ensure every child receives excellent inclusive teaching as standard. Our teachers use these consistently in lessons and adapt the strategies to the needs of their own class and to individual pupils. These strategies are linked to our school development priorities and have been chosen based on our knowledge of what our cohorts need to be able to make good academic progress, as well as being informed by Rosenshine's Principles of Instruction and the EEF report 'Five-a-Day' to improve SEND outcomes.



Challenges

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

Challenge number	Detail of challenge
1	Writing data shows that 43% of children are working at the expected standard in writing. This impacts on their ability to demonstrate their knowledge in other curriculum areas and to communicate effectively. Pupils need the opportunity to be able to speak before they write, and to be able to use a range of strategies supported by assistive technology that will help them to write.
2	Many pupils are entering EYFS with poor communication and interaction skills, including increasing numbers of children with additional needs who may be non-verbal. Work to develop oracy and communication skills is therefore essential to support all pupils and also supports pupils to develop their emotional resilience. Developing structured ways in which pupils talk during lesson time (e.g. sentence stems), particularly in English and maths, will support all children to be able to participate fully in learning and make good progress from their starting points.
3	Achievement in national testing and end of term assessment weeks shows that PPG pupils achieve less well than their non-PPG peers in some areas, although the gap is closing. Work needs to continue to ensure the gap continues to narrow (progress and attainment) so that achievement is sustained over time and disadvantaged pupils achieve at least as well as their peers.
4	A number of parents do not feel confident supporting their child with the academic demands of the curriculum and this can lead to some disengagement with school. Parents typically will engage better with events that are not focused on academics but that support the wider life of the school. Work needs to continue to support robust parental engagement with all areas of school life.
5	There is a need to continue to build aspiration amongst our pupils about what they can achieve, now and in their future. We are looking to support pupils to develop the skills and qualities of future leaders so they are confident and feel empowered to overcome barriers that may otherwise limit their aspiration.
6	Evaluation of maths data shows that pupil attainment is beginning to improve in arithmetic, but more progress needs to be made in reasoning. This will support pupils' overall attainment and progress as well as their confidence in maths, leading to better outcomes in national tests.
7	While take-up of extra-curricular opportunities is now strong, it is important that school continues to keep these a priority for PPG pupils to ensure there are continued opportunities for enrichment, developing cultural capital and enhancing aspiration for these pupils, as well as skills such as independence.
8	It is important to ensure that pupils' wellbeing is actively supported so that they can be happy, well-rounded, confident individuals, who are therefore in a good place to come to school, enjoy their learning and make good progress. This will also support their attendance at school and the extra-curricular activities they are able to participate in.

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
<p>Increase the number of children achieving the age-related expectation for writing each year.</p>	<p>Writing data in 2027/28 will show an improvement by each class and will demonstrate that disadvantaged children have narrowed the gap with their non-disadvantaged peers.</p> <p>Pupil's spelling and handwriting will help them to achieve the age-related expectations of their year group.</p> <p>Pupils writing across the curriculum will demonstrate their command of writing and the skills that are required to meet at least the age-related expectations.</p>
<p>To promote effective oracy amongst all pupils to ensure pupil talk supports academic and social emotional progress</p>	<p>Strategies to support early communication will be implemented and embedded across the school including use of Widget software and Makaton. Staff in EYFS will be skilled in using these tools to support the development of early language and communication.</p> <p>Whole-school oracy strategies will be in place to support pupil's talk in English and maths, which are having a tangible outcome on pupils' progress.</p>
<p>To embed and sustain Inclusive Teaching for all pupils to support improved academic outcomes</p>	<p>Pupil data will show increasing percentages of disadvantaged pupils per cohort who are achieving at the expected standard in Reading, Writing and Maths by 2027/28. The percentage of disadvantaged pupils achieving 'Working Towards' will decrease annually for each cohort by 2027/28, subject to pupil mobility.</p> <p>Outcomes for pupils at national testing points will demonstrate that PPG pupils achieve and attain well (GLD, PSC, MTC and KS2 SATs).</p> <p>Attendance for these pupils will be in line with national average.</p>
<p>Parents will engage with all aspects of school life to support outcomes for pupils</p>	<p>There will be increasing attendance of parents at academic events such as workshops.</p> <p>Parents will continue to support wider school events such as assemblies, trips and sporting & musical events.</p> <p>The PTFA will be functioning and working as a group of parents to support the school providing opportunities for pupils and raising funds for the school.</p>
<p>To raise aspiration for all pupils</p>	<p>Pupils will be confident about the knowledge, skills and characteristics they need in order to reach their goals, and will be</p>

	<p>confident they can meet the academic requirements needed to achieve these.</p> <p>Pupils will be keen and eager to participate in the wider opportunities that are offered to them by the school and recognise that these will support them to achieve more in the future. Take-up of these is excellent and is tracked by leaders.</p> <p>Pupils will be able to speak about what they want to achieve and how they will get there.</p>
Maths	<p>Overall attainment in maths (those meeting the expected standard at the end of the year) will increase based on pupils having a more secure understanding of the reasoning aspects of maths.</p> <p>A higher percentage of children will achieve the greater depth standard in national tests (KS2 SATs).</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 provide personal development/enrichment opportunities for all pupils	<p>At least 75% of PPG children will access at least one club per year.</p> <p>All children will have opportunities to achieve outside of the standard school day/curriculum, and this will be tracked.</p> <p>Pupils will develop skills such as independence and curiosity and pupil voice will demonstrate that they are engaging with new experiences and developing their cultural capital.</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 pupil wellbeing from 2027/28 demonstrated by:</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher feedback.</p> <p>Pupil behaviour and pupil’s personal development is well catered for – pupils feel happy and safe at school.</p> <p>Referrals to the Pastoral Lead or those directed to commissioned services are highly personalised to individual disadvantaged pupil/family need.</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: £34,625.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Inclusive Teaching throughout the school, using the T&L Strategy, 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) Special Educational Needs in Mainstream Schools EEF	1, 2, 3, 8
To develop staff expertise and knowledge of oracy to support pupils’ communication and interaction	There may be wider benefits to oral language approaches outside of educational attainment. For example, some studies report improved pupil attitudes, attention, self-regulation or confidence. Oral language interventions EEF	1, 2 3, 5, 6
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)	1, 2, 3
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, 3, 4, 6

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration: Pupils receive targeted intervention to ensure they can meet the academic requirements to realise their goals.	Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. Aspiration interventions EEF	5, 7, 8
Providing targeted intervention (pre-teach/precision teach) to ensure pupils can reach the expected standard and their goals.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Teaching Assistant Interventions EEF	1, 2, 3, 5, 6

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

Budgeted cost: £53,000

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)	5, 7, 8
To engage parents in the National Numeracy Schools & Families course to support their confidence with maths	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF	4, 6

<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>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).</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4, 7</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.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>8</p>
<p>To purchase the services of specialist staff such as art therapists and counsellors to ensure that children can receive timely support for their wider SEMH needs.</p>	<p>Behaviour in schools guidance (publishing.service.gov.uk)</p> <p>Describes how behaviour management provision within schools should be made, including making adjustments for those with SEND or underlying needs.</p>	<p>8</p>

Total budgeted cost: £113,625

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Academic attainment for PPG children in 2024/25 demonstrates that while PPG pupils achieve less well than their non-PPG peers, the gap is 12% compared to a national average of 13.2%. There are some demonstrable improvements in specific areas and for groups of pupils.

Reading Fluency including ELP: 59% (34/58) ((including ELP)) of PPG pupils are fluent readers. 84% (49/58) ((including ELP)) PPG pupils have made progress with their WCPM scores since September 2024.

Mainstream only: 65% (34/52) of PPG pupils are fluent readers. 94% (49/58) of PPG pupils have made progress with their WCPM scores since September 2024.

KS2 SATS: PPG children are attaining on-par with their non-PPG peers in GPS & Writing. In GPS 62% (8/13) of PPG pupils met EXS+ compared to 64% (9/14) of non-PPG pupils. In Writing 54% (7/13) of PPG pupils met EXS+ compared to 56% (8/14) of non-PPG pupils. In Reading, PPG pupils attained better than their non-PPG peers with 69% (9/13) meeting the EXS compared to 57% (8/14) of their non-PPG peers. Overall for RWM combined there was a 12% gap (PPG 38% and non-PPG 50%).

Reception GLD: 77% of non-PPG children met the ELG for Reading compared to 60% of PPG children (65% with ELP excluded).

Phonics Screening Check: 70% of PPG children passed the PSC in Year 1.

Multiplication Tables Check: The average score for QPS disadvantaged pupils was 24.39 out of 25. 50% of QPS PPG pupils scored full marks in the test, compared to 25% of disadvantaged pupils nationally (2024 national data – awaiting 2025).

Additionally, the Year 4 cohort of PPG children are performing better than their non-PPG peers in Reading (63% EXS compared to 57% EXS), writing (63% EXS compared to 43% EXS) and maths (75% EXS compared to 71% EXS). In Year 2, PPG children are performing better than their non-PPG peers in maths (64% EXS compared to 54% EXS) and have shrunk the gap in reading with 73% of PPG pupils working at EXS compared to 77% of non-PPG pupils. There are currently 40 children requiring pre-teach maths interventions. 17/40 (43%) are PPG children with 23/40 (58%) non-PPG ensuring that PPG children are not being disproportionately represented.

The data demonstrates that there are aspects of increasing strength in practice which impacts positively in accelerating progress for disadvantaged learners. Attainment and progress for all children, including those who are disadvantaged, has improved for most year groups within the school. School Improvement work is focused on supporting children's progress in reading, writing and maths through targeted development of staff pedagogical skills; effective implementation of intended curriculums; and rigorous assessment and monitoring.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Whole-school attendance was 95.2% compared to 93.1% national average in England for 2024-25. Effective targeted support is provided to families of pupils whose attendance falls below 90% and positive relationships between school and home support increasing school attendance for these pupils. Attendance for PPG Pupils is 95% (national 89.4% in England) compared to 97.3% (national 94.6% in England) for their non-PPG peers.

Our Persistent Absence figure has decreased from 22.4% in 2023-24 to 12.2% in 2024-25. This is due to the rigorous work of our Attendance lead and pastoral team who are committed to working with individual families and supporting their needs. National PA for 2024-25 is 18.7%

Robust prioritisation of the Pupil Premium and Catch-Up Premium have ensured that support from commissioned services such as SaLT, Educational Psychology, art therapy and counselling is also removing barriers for vulnerable children and allowing them to make progress in their learning. 53% of children who were referred to these specialist SEND services were from disadvantaged backgrounds. 65% of pupils who have received therapeutic intervention in 2024-2025 are from disadvantaged backgrounds.

The school has targeted specific pupils to attend extra-curricular clubs and reduced the cost/subsidised or run for free all clubs, to ensure that every child has the opportunity to access. 72% of children from Y1 – Y6 have attended at least one club in the academic year 2024-25. 72% of PPG children attended at least one club. This success will continue to be built upon this year, targeting all disadvantaged pupils to attend.

Pupil voice indicates that the children enjoy the wide range of clubs available to them both during and after school. Children who have been specifically targeted and invited to attend lunchtime clubs have attend regularly and enjoyed trying different activities.

Our evaluation of the approaches delivered last academic year indicates that work to maintain the percentage of fluent readers across Y2 – 6, particularly disadvantaged pupils has had good impact (70-71%), as has targeting effective social and emotional support to promote wellbeing for all pupils. Further successes include supporting 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; maintaining the improvement in whole-school attendance figures (93.02%-95.2%); and maintaining the percentage of disadvantaged children who attend extra-curricular clubs. QPS attendance by pupil groups (FSM/Non-FSM/SEN/ Non-SEN) was above similar school's median attendance for these groups in all categories. It is also higher in all categories compared to the 2023-24 year.

Approaches that have so far had less impact include increasing the number of children achieving the age-related expectation for writing in each class (43% Y1-6). The school Development Plan clearly outlines the actions the school is taking to continue to make improvements that will support the achievement of these priorities within the next 3 years of the Pupil Strategy Development 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
Art Therapy	Kira Montague
Counselling	Kent Counselling for Schools

Service pupil premium funding (optional)

<i>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</i>
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.