

# Pupil premium strategy statement – Queensbridge School

This statement details our school's use of pupil 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	913
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sue Taylor
Pupil premium lead	Danny Rees
Governor / Trustee lead	Stephen Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£371,515

## Part A: Pupil premium strategy plan

### Statement of intent

At Queensbridge, our mission is to equip all students with the character, skills, and academic knowledge they require to live happy and fulfilled lives. Our intention is to provide equity for all pupils to achieve these outcomes no matter their background or specific barriers to learning. This strategy intends to provide an accessible curriculum that exposes all pupils to a breadth and depth of knowledge while supporting them in making meaning of this learning in well-planned and purposeful lessons. Our pupil premium strategy will focus on ensuring all pupils attend school regularly, have an improved standard age scores for reading and demonstrate sufficient literacy skills to access the full curriculum. At the heart of our strategy is a focus on the quality of teaching and learning across the curriculum as this is proven to be one of the greatest levers in closing the disadvantaged achievement gap.

We aim to intervene early when pupils fall behind, especially in reading as this is a gateway to the curriculum. While ensuring the curriculum entitlement for all children is of the highest standard, we acknowledge that pupils must be present in order to benefit from it. We will therefore focus on the attendance of pupil premium students through a stepped response to absence that aims to act early preventing the risk of persistent absence. We also remain committed to offering a wider experience for our pupils that supports their social and cultural development. We intend to over represent disadvantaged pupils in all that we do. While our focus within this statement is to develop the experience and outcomes of pupils eligible for pupil premium, the actions we are taking will support all learners no matter their individual needs, abilities or background.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicate that attendance among disadvantaged pupils has been 4.1% lower than their non-disadvantaged peers.
2	Analysis of recent assessment data show that disadvantaged pupils have significantly lower standard age reading scores compared to their non-disadvantaged peers. This gap indicates that these pupils are not making expected progress in reading comprehension and fluency, which impacts overall attainment and access to the wider curriculum.
3	Current evidence from internal quality assurance processes suggests that disadvantaged pupils can exhibit lower self-efficacy in learning, which is associated with lower levels of resilience when faced with challenge and reduced engagement in independent tasks. This is reflected in both attainment (attainment and progress) and engagement indicators (lower ATL scores and recognition).
4	Disadvantaged pupils who are higher prior attainers are the most likely to fall behind in secondary school. School data and observations indicate a limited awareness of future pathways. This can impact their motivation to pursue ambitious goals.
5	Current evidence indicates that some disadvantaged pupils experience challenges with self-regulation and positive behaviours. Patterns in behaviour data suggest a need for additional support to ensure all pupils thrive in a positive, inclusive learning environment.
6	School data indicate that a large proportion of our disadvantaged pupils come from families for whom English is an additional language. This can be a barrier for engaging with the curriculum and wider school life.

## 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
Improve the attendance of disadvantaged pupils in all year groups, with a specific focus on the reduction of persistent absence.	<p><b>Year 1</b> – Reduce the gap between disadvantaged and Non disadvantaged by 0.5% from the previous year and see a reduction in the number of pupils featuring on the PA list by 10%</p> <p><b>Year 2</b> - Reduce the gap between disadvantaged and Non disadvantaged by 0.5% from the previous year and see a reduction in the number of pupils featuring on the PA list by 10%</p> <p><b>Year 3</b> - Reduce the gap between disadvantaged and Non disadvantaged by 0.5% from the previous year and see a reduction in the number of pupils featuring on the PA list by 10%</p>
Improve the self-efficacy and consequently the ATL of disadvantaged pupils in all year groups.	Disadvantaged pupils will demonstrate greater confidence in their ability to succeed in their learning, reflected in improved ATL and participation-week scores Pupils will show higher levels of resilience, make effective use of feedback and adopt strategies to overcome difficulties, resulting in an increase in the number of pupils at expected progress.
Improve literacy levels amongst disadvantaged pupils, resulting in improved standard age scores for reading.	Disadvantaged pupils will make accelerated progress in reading comprehension and fluency, ensuring sustained progress in standard age reading scores. Pupils will demonstrate improved confidence and engagement with reading, enabling them to access the full curriculum. KS4 pupils will have a reading age which will enable them to tackle the demands of GCSE syllabi.
Deepen disadvantaged pupils' understanding of careers pathways and future study.	Disadvantaged pupils will develop higher aspirations and a clear understanding of future pathways, including careers, further education and training opportunities. Pupils will feel confident to pursue ambitious goals and understand the link between learning and future success.
Improve the behaviour and recognition of disadvantaged pupils.	Disadvantaged pupils will demonstrate improved engagement and conduct, resulting in more recognition points and fewer behaviour logs. Pupils will feel recognised for exhibiting our school values and will participate actively with school's wider-learning offer.
Remove barriers to parental engagement.	School will seek to improve communication regarding parents' evenings, resulting in increased attendance amongst disadvantaged pupils. School will seek to increase engagement with Edulink.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £185,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct regular quality-assurance activities to ensure that the curriculum is delivered effectively. These activities will focus on evaluating the impact of high-quality teaching strategies, with particular attention to improving learning outcomes for disadvantaged pupils	<p>EEF – <a href="#">A School's Guide to Implementation</a></p> <p>EEF – <a href="#">High-Quality Teaching</a></p> <p>EEF – <a href="#">The EEF Guide to the Pupil Premium</a></p> <p>EEF – <a href="#">Metacognition and self-regulated learning</a></p> <p>DfE – <a href="#">Using pupil premium: guidance for school leaders</a></p>	3,4,5
To ensure high-quality teaching and learning based on a programme of CPD to improve pedagogy, with a specific focus on metacognition, modelling, scaffolding and normalising error.	<p>EEF Blog - <a href="#">Supporting self-knowledge through modelling</a></p> <p>DfE - <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a></p> <p>DfE – <a href="#">Using pupil premium: guidance for school leaders</a></p> <p>Dr Neil Gilbride – Bandura's Self-Efficacy Theory in Action</p> <p>NFER - <a href="#">Making sense of scores generated by assessment</a></p>	3,4,5
New Teaching and Learning and Pedagogy Leadership role introduced to ensure that maintains of quality first teaching for all students.	<p>EEF – <a href="#">High-Quality Teaching</a></p> <p>EEF – <a href="#">The EEF Guide to the Pupil Premium</a></p>	2,3,4

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

Budgeted cost: £92,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme of intense tutoring for pupils who have low standard age scores for reading. This will include literacy in the curriculum and literacy catch-up. These take place in small, focused groups based on data analysis and standard age scores.	<p>DfE – <a href="#">Using Pupil Premium</a></p> <p>DfE - <a href="#">Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders</a></p> <p>EEF – <a href="#">The EEF Guide to the Pupil Premium</a></p> <p>NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a></p>	2, 3, 5
Provide Numeracy interventions for all pupils who are not making expected progress in Mathematics. Provide a programme of 1:1 and small group tutoring based on cycle data analysis across key stages 3 and 4. Provide specific intervention for high ability pupils in Maths.	<p>DfE – <a href="#">Using Pupil Premium</a></p> <p>DfE - <a href="#">Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders</a></p> <p>EEF – <a href="#">The EEF Guide to the Pupil Premium</a></p> <p>NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a></p>	3, 5
1:1 tuition to be provided for the most vulnerable learners who need extra support to prevent underachievement.	<p>DfE – <a href="#">Using Pupil Premium</a></p> <p>DfE - <a href="#">Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders</a></p> <p>EEF – <a href="#">The EEF Guide to the Pupil Premium</a></p> <p>NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a></p>	3, 5
Provision of revision materials for disadvantaged pupils including access to online platforms and revision guides when required	DfE – <a href="#">Using Pupil Premium</a>	3,4
RAA deployment and interventions to meet the specific needs of disadvantaged pupils with SEND	DfE – <a href="#">Using Pupil Premium</a>	3, 5

## Wider strategies

Budgeted cost: £92,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a stepped response to attendance with clear protocols for all staff from form tutors and class teachers to heads of years and senior leaders. This will focus on the prevention of pupils becoming persistently absent as well as supporting pupils to catch up lost learning when absence does take place.	DfE – <a href="#">Using Pupil Premium</a>  EEF – <a href="#">The EEF Guide to the Pupil Premium</a>  NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a>	1
Employment of an Education Welfare Office to lead on targeted interventions for students with persistent and severe absence	DfE – <a href="#">Using Pupil Premium</a>  EEF – <a href="#">The EEF Guide to the Pupil Premium</a>  NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a>	1
Allocate specific responsibility to a named member of staff to coordinate the allocation of pupil premium plus in order to direct the funding to resources that deal with the specific and personal needs of our most disadvantaged learners. Such resources could include but are not limited to 1:1 tuition, counselling, technical/IT resources and extra-curricular opportunities.	DfE – <a href="#">Using Pupil Premium</a>  EEF – <a href="#">The EEF Guide to the Pupil Premium</a>  NFER : <a href="#">What are the most effective ways to support disadvantage pupils' achievement?</a>	1, 2, 3, 5
Ensure that disadvantaged pupils can access subsidised places for educational visits, events and encounters as needed in order to support disadvantaged pupils to engage with school and build aspiration.	EEF - <a href="#">Teaching and Learning Toolkit</a>	3, 4
Ensure all disadvantaged pupils access high quality career and pathways events and encounters.	EEF - <a href="#">Careers Education</a>  DfE - <a href="#">Careers guidance and access for education and training providers</a>	4

	Careers and Enterprise Company - <a href="#">Effective Careers Interventions for Disadvantaged Young People</a>	
Make good use of technology as well as pastoral structures to ensure that families of disadvantaged pupils are able to engage with school.	EEF - <a href="#">Parental Engagement</a>	1, 6

**Total budgeted cost: £371,515**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil-Premium-Strategy Outcomes

This details the impact of out pupil-premium activity in the academic year 2024-25.

#### Academic measures

##### Progress Measure (2023)

Disadvantaged [School]	Disadvantaged [National 2023]
---------------------------	----------------------------------

-0.14	-0.57
-------	-------

##### Progress Measure (2024)

Disadvantaged [School]	Disadvantaged [National 2024]
---------------------------	----------------------------------

-0.17	-0.57
-------	-------

##### Attainment gap (2025)

Disadvantaged [School]	Disadvantaged [National 2025]
---------------------------	----------------------------------

-17.4	-15.4
-------	-------

P8 score in 2023 and 2024 indicates that while there remains a progress and attainment gap at Queensbridge, Pupil Premium students make more progress than other disadvantaged students nationally (0.43). However, our attainment data from the summer of 2025 indicates a larger gap compared to national.

Academic Measure												
Cohort	All			Disadvantaged			Non disadvantaged			Gap		
Year	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Progress	0.57	0.42	-----	-0.14	-0.14	-----	0.88	0.79	-----	1.02	0.9	-----
Attainment	5.30	5.40	4.86	4.17	4.23	3.81	5.79	5.92	5.33	1.61	1.69	1.52

From 2023 – 2024 it was evident that the strategies identified in our 3 year Pupil Premium statement are having positive impact. Students who qualify for the Pupil Premium have achieved a higher average grade than in the previous year while holding their level of progress despite a small dip in progress overall. This has resulted in the progress gap closing to less than a grade. That said, pupil premium students still need to increase the level of progress they make through KS3 and KS4. However, the same is not evident through to 2025 as the attainment measure has dipped, however this is the case for both our disadvantaged and non disadvantaged students.

Attendance			
	All	Disadvantaged	Non Disadvantaged
2023-24	90.7%	85.9%	92.5%
2024-25	92.0%	89.1%	93.2%

Pupil premium students make up 49.82% of pupils that are listed as persistently absent. This has reduced by 5.57% in the last year.

At the end of 2024-25, disadvantaged students made up 44% of students who were persistently absent. This is a reduction of almost 6% compared to 2023-24 data. However, the figure continues to over-represent the proportion of disadvantaged students in school overall.

### Reading

The average increase in reading age of those PP pupils who started below chronological age is 23 months.