Queensbury School Pupil premium strategy statement

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	388 267 at KS3 and KS4
Proportion (%) of pupil premium eligible pupils	180 (67.4%)
Academic year/years that our current pupil premium strategy plan covers	26/27, 27/28
Date this statement was published	12/11/2026
Date on which it will be reviewed	12 November 2027
Statement authorised by	Mr C Wilson
Pupil premium lead	Munsur Ali
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,400
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£191,400

Part A: Pupil premium strategy plan



Statement of intent

At Queensbury School, our core mission is to ensure that all pupils—regardless of background—achieve meaningful progress and thrive both academically and personally. We recognise that our pupil premium cohort faces additional and complex barriers to learning, including challenges in communication, emotional regulation, and wellbeing. Our strategy is designed to address these barriers systematically and compassionately.

Our intent is to close gaps in attendance, attainment, progress, and social development, equipping disadvantaged pupils with the skills, knowledge, and cultural capital they need to succeed in adulthood and life beyond school. We aim to create an inclusive learning environment where every pupil feels supported, valued, and empowered.

To achieve this, our strategy will focus on:

Improving attendance by identifying and removing barriers that prevent pupils from attending regularly.

Enhancing literacy, reading, comprehension, and communication skills, enabling pupils to access the curriculum confidently.

Strengthening SEND classroom practice to ensure high-quality teaching and learning experiences for all.

Promoting wellbeing and social opportunities, fostering emotional resilience and positive relationships.

While this strategy is targeted at our pupil premium cohort, many of the initiatives will benefit all pupils through whole-school approaches. We are committed to embedding this strategy, ensuring that all staff contribute to delivering high-quality provision and driving sustained improvement.

Challenges

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

Challenge number	Detail of challenge
1	Students with low reading ability and disengaged with reading.
2	Students with low aspirations and academic outcomes.
3	Students with low literacy levels being able to access the curriculum across the school.
4	Students with low numeracy levels and the negative impact this has on their wider life.
5	Students' understanding of literacy, numeracy and communication skills in a real-life context.
6	Students' physical and mental well-being.
7	Students' independence and safety awareness.
8	Students' ability to regulate their emotions in a range of situations.
9	Students being aware of their local community and being able to access it.
10	Lower attendance of disadvantaged students – Attendance rates for disadvantaged students are below those of non-pupil premium students. Attendance data for the previous academic year indicates that attendance among disadvantaged students has been on average 8% lower than for non-disadvantaged. Likewise attainment in English/ Maths is similarly lower by an average of 10%.

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
Attainment: Sustain the improved attainment of disadvantaged students by closely monitoring the gap between pupil premium and non-pupil premium students particularly in Maths and English, so both groups of students continue to equally make appropriate levels of progress.	Based on the data from 2024-25, there was 4% more disadvantaged students working below target in English Writing at KS4 and 2% in Maths across both key stages compared to non- pupil premium students. Analysis from assessment data will show the gap between disadvantaged and non-disadvantaged students working below target narrowing and ultimately close to equal or better by the end of the strategy period.
Attendance: To maintain the improved attendance between disadvantaged and non-disadvantaged students.	Attendance data from 2024-25 showed pupil premium students attendance had improved whereby PP attendance was 1.39% above that

	of non-pupil premium students. As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT/ pastoral team. Attendance data comparisons will show that there is no gap between disadvantaged and non-disadvantaged and improvements from 24/25 are sustained in successive years.
Phonics, Reading and Comprehension: Improved reading and language comprehension for disadvantaged pupils so that they can begin to independently comprehend subject-specific texts.	Accelerated Reader (AR) shows reading and language comprehension for disadvantaged students and non-disadvantaged students averaging at 8.06 age equivalent years. Accelerated Reader shows a disparity between disadvantaged pupils and their peers in the Explorer and Navigator pathways by 6 months and 7 months respectively. The reading age gap to be narrowed to a point where they are the same by the end of our strategy in 2024/25.
Student well-being: Improve social and emotional learning underdeveloped in children due to the Covid-19 lockdown. In addition, teachers and support staff have received TIAAS training in order to take a trauma-informed approach to education as part of the Covid-19 recovery period. These aim to improve pupils' interaction with others, as well as help with the self-management of emotions.	Motional system will show progress in social and emotional development from student's baseline starting points in social engagement (Care, Seeking and Play) and social defence (Rage, Fear and Panic/Grief) and add this to Executive and Social Functioning (Stress, Thinking and Concentration, Confidence and Self Esteem, Interpersonal Skills, and Emotional Literacy) - to give a whole brain picture of a child's emotional and mental wellbeing. Additionally, those students receiving targeted intervention to have a reduction in fixed term suspensions and reduced number of behavioural incidents on CPOMs.

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.

Tier 1 - Teaching

Budgeted cost: *£87,706.10*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language Therapist • To assess students and deliver personalised SALT interventions. • To train the Speech and Language assistant to deliver interventions. • To support teaching staff with strategies and their understanding of how to identify and support students with Speech and language needs. **Speech & Language Teaching Assistant (x2)** • To support the Speech and language therapist to deliver personalised SALT interventions. • To share Makaton signs each week with whole school. • To work with a range of staff giving advice and guide on how to support students with SALT needs **SALT/ independence/ examination intervention resources** • To provide resources and support to SALT students both in the classroom and in their SALT interventions. • To lead level 1 Makaton CPD to whole staff and level 2 Makaton to Discovery staff. Staff to use this to support student with their communication in lessons and around school. • To provide appropriate resources, environment and staffing to enable students to access their examinations. • SALT resources and Makaton resources/ training **Occupational Therapy** • To assess students and deliver personalised OT interventions.	Internal S&L report 07/11/22, RCSLT –Impact on educational outcomes, DFE - 'What Works': Interventions for children and young people with speech, language and communication needs 2012, Research Gate - Educational outcomes associated with persistent speech disorder 2021 "Wider strategies address non-academic barriers to success at school that have a significant influence on attainment." EEF Manitoba Society for OT May 2019. Select Committee on Education and Skills – Memorandum submitted by NAPOT Nov 2005	2, 3, 5, 7 6, 7, 10

• To support teaching staff with strategies and their understanding of how to identify and support students with OT needs.		
MyHappyMinds Intervention Assistant • To assess students and deliver personalised interventions. • To support teaching staff with strategies and their understanding of how to identify and support students mental well-being. • Provide a personalised approach to meet students wellbeing needs during wellbeing lessons.	"Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months	6, 7, 8, 10
Phonics and early reading resources • To assess students reading ability and comprehension level. • To set students targets in their reading to develop their literacy. • To give the students reading resources that engage them and challenge them in their learning. • To give students the resources they need to develop their reading in their Phonics and DEAR morning time session. • Provide staff with training to enable effective implementation.	DFE – The reading framework: teaching the foundations of literacy. EEF – Phonics July 2021.	1, 2, 3, 5
Little Wandle Phonics online resources and subscription • To give students a wide range of resources which are age and level appropriate books that will support and challenge students in their reading. • To motivate and give students ownership of their reading. • To develop and consolidate student's phonics knowledge and reading ability. • Provide staff with training to enable effective implementation.	DFE – The reading framework: teaching the foundations of literacy. EEF – Phonics July 2021 Improving Literacy in Secondary Schools' EEF guidance report. "A focus on disciplinary literacy will include all pupils in learning, but will be particularly helpful to those from disadvantaged backgrounds. It will support inclusion in learning. Disciplinary literacy should be at the heart of schools' disadvantage and catch up strategy." Marc Rowland, 2022	1, 2, 3, 5
Concrete subject resources and online subscriptions • To give students the physical resources to enable them to develop their understanding of the subject specific key concepts and fully access their lessons. • To give students have a variety of online platforms and resources to develop their subject specific knowledge, both in and out of school. • To assess their subject knowledge and provide helpful feedback to students.	Addressing educational disadvantage in Surrey Secondary Schools: From Mitigation to Success, June 2022. 'Improving Maths in Early years and KS1/ 'Improving Maths in Key Stages 2 and 3' EEF guidance report.	4, 5, 7, 10

• Provide training (CPD) to increase the quality of teaching.		
Pastoral Manager • To lead the mentors and ensure they are available for students to give 1 to 1 interventions and maintaining all aspects of safeguarding. • To communicate with outside agencies routinely and make referrals for targeted students. • To communicate with staff regarding students well-being and strategies to support them in being effective learners.	EEF toolkit indicates that 'behaviour interventions' can generate +4 months. EEF 'Improving Behaviour in Schools' guidance report. "Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months	2, 6, 8, 9
Home School Link Worker • To communicate with parents and staff regarding interventions and strategies to support students and their families. • To complete safe and well checks with students and families and provide support and guidance. • To link families with their community and outside agencies to improve their quality of life aiding in removal of external barriers to learning.	EEF toolkit indicates that 'behaviour interventions' can generate +4 months. EEF 'Improving Behaviour in Schools' guidance report. "Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months	6, 9, 10
Pupil Premium Staff Training • Design opportunities for staff to attend meaningful, productive and effective training to support PP students to be motivated and make progress in both their academic ability and personal development.	EEF Guide to PP – 2022. "The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils." EEF	1 – 12

Tier 2 - Targeted academic support

Budgeted cost: *£32,123.34*

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-House Interventions (LAC) • The class TA to work with the learning mentors to identify, design and deliver interventions for LAC students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. EEF toolkit indicates that small group tuition and one-to-one tuition can generate +4 months	6, 8
One to one TA Support (LAC) • Trained one to one staff to support students to receive the appropriate support and challenge. • To ensure their needs are being met, they are able to access their learning and that they make progress in terms of their EHCP, PEP and academic targets.	EEF toolkit indicates that Teaching Assistant intervention can generate +4 months.	3, 4, 8
External - Music Therapy, Art and Drama Therapy (LAC) • The D.T to work with the virtual school to offer opportunities for LAC students to engage with Music/ Art/ Drama Therapy. • To give LAC students an opportunity to learn a musical instrument of their choice. • To support LAC students with their mental health and emotional regulation. • To support LAC students with their mental health and emotional regulation. • To provide an outlet and safe space for LAC students to discuss their thoughts and life experiences.	EEF toolkit indicates that 'arts participation' can generate +3 months. NASEN An introduction to Interception	2, 6, 8, 11
Reading Intervention Lead • To assess students using AR and deliver personalised interventions for PP students working below average for their pathway. • To lead group and 1-1 interventions. • To identify gaps in students learning and implement strategies/ support and 1-1/ small group work to address them.	EEF Small group tuition July 2021, One to One tuition July 2021 EEF toolkit indicates that Teaching Assistant intervention can generate +4 months.	1, 2, 3, 4, 5

• To assess and monitor impact. **Teacher Assistant catch up interventions** • To support teaching staff with strategies and their understanding of how to identify and support students mental well-being. • To students learning breaks when needed and offer a safe space for them to talk. • To motivate students to engage with their learning by developing positive relationships and offering rewards.		
OT Intervention • To assess students and deliver personalised interventions. • To support teaching/ support staff with strategies and their understanding of how to identify and support students requiring OT intervention.	"Wider strategies address non-academic barriers to success at school that have a significant influence on attainment." EEF Manitoba Society for OT May 2019. Select Committee on Education and Skills – Memorandum submitted by NAPOT Nov 2005	6, 7, 10
Aspire – English, Maths and wellbeing intervention • To give weekly interventions sessions with targeted groups of students to address their gaps in learning in English and Maths. The interventions will take a mainly practical approach to engage learners in their learning. • To give weekly practical PE/sporting sessions to groups of students to engage them in exercise and as a way to support their wellbeing, both physical and mental.	EEF toolkit indicates that 'physical activity' can generate +1 month.	1, 2, 3, 4, 5, 8, 10
Attention Autism (SB) • Provide targeted assessments/ personalised strategies to support learners to better meet needs. • Support teachers and wider staff in developing skills and understanding to be better placed to adapt teaching/ learning approaches.	EEF Special Educational Needs in Mainstream Schools. EEF Selecting Interventions for pupils with SEND.	1, 2, 6, 7, 8

Tier 3 - Wider strategies

Budgeted cost: *£56,433.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Attendance • As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT/ pastoral team. • As per the updated Attendance policy, processes followed to reward and support specific students and families. • Parental attendance workshops. • Attendance highlighted during every assembly and attendance display updated accordingly. • Attendance per class shared with parents/ carers via newsletter.	"The pupils with the highest attainment at the end of…KS4 have higher rates of attendance over the key stage compared to those with the lowest attainment." Working together to improve school attendance DoE guidance May 2022. Rapid Evidence Review – Attendance Interventions EEF March 22	1, 2, 3, 4, 5, 11, 12
Pupil Premium Well Being • Mindfulness sessions led by a teacher and assistant learning mentor to a focus group of PP students. • 'Friends for Life' programme delivered by mentor and TA. • Students given the opportunity to have Swimming lessons. • Developing a growth mind set across the school. Each class to have a growth mind set session as part of their wellbeing lesson. Some classes will have targeted growth mind set sessions weekly. • During EHCP reviews students will be questioned/supported regarding long term hopes and aspirations regarding qualifications and job prospects. • Students will be given support and interviewed by the work related adviser with parental involvement regarding future careers and next steps. • MyHappyMinds – Specialist interventions to support wellbeing, EBSA etc	"Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months There is a small positive impact of physical activity on academic attainment (+1 month). EEF Physical activity Oct 2021 DFE NC in E – Physical Education. Changing Mind sets – Effectiveness Trial July 2019 'Pupils who received the growth mind set workshops made an average of two additional months' progress in English and maths.' 'FSM-eligible pupils who were involved in the professional development intervention gained a better understanding of the malleability of intelligence.'	2, 3, 4, 5, 6
Pupil Premium Breakfast Club • Breakfast provision ensures a nutritious start to the day as well as providing pastoral support. • Breakfast Club delivered from 8.15am onwards.	The Hidden Hunger Report suggested that up to 3 million children start the school day too hungry to learn and therefore unable to achieve their potential. Providing the most disadvantaged students with a free breakfast gives them the fuel they need to learn. The EEF has independently evaluated the Magic Breakfast Programme and found it can generate +2 months.	6

Pupil Premium Equipment and Resources • To purchase and create resources to support students' communication skills and literacy. • To travel train students to become more confident and independent travellers. • To deliver a range of safety awareness sessions throughout the year. • Minibus maintenance/ fuel. • Bike ability equipment and coaching. • School uniform. • Mentors intervention resources. • Makaton resources and training. • SALT resources. **Home/Remote learning resources** • To give the student a range of equipment and creative resources to aid them to access their practical lessons from home and practise their skills and learning from home. This will enable them to catch up on missed learning.	"Wider strategies address non-academic barriers to success at school that have a significant influence on attainment." EEF	1, 3, 6, 7, 9
Learning Mentor (x3, x1 NEW), one of whom is Attendance officer • To give students KS3/ KS4/ KS5 one to one/ small group interventions and maintaining all aspects of safeguarding. • To offer a safe and quiet space during break and lunchtimes and support students during social/unstructured times supporting emotional regulation leading to learner engagement in the classroom. • To communicate with parents and staff regarding interventions and strategies to support students. • Support implementation/ monitoring of schools attendance strategy	EEF toolkit indicates that 'behaviour interventions' can generate +4 months. EEF 'Improving Behaviour in Schools' guidance report. "Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months	2, 6, 8, 9

Total budgeted cost: £ 204,250.50

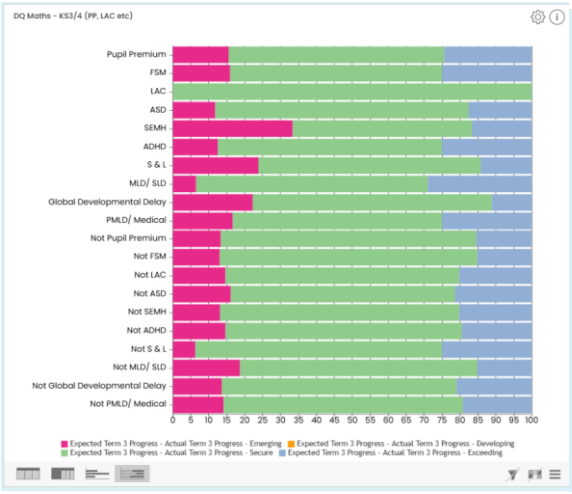
Part B: Review of the previous academic year

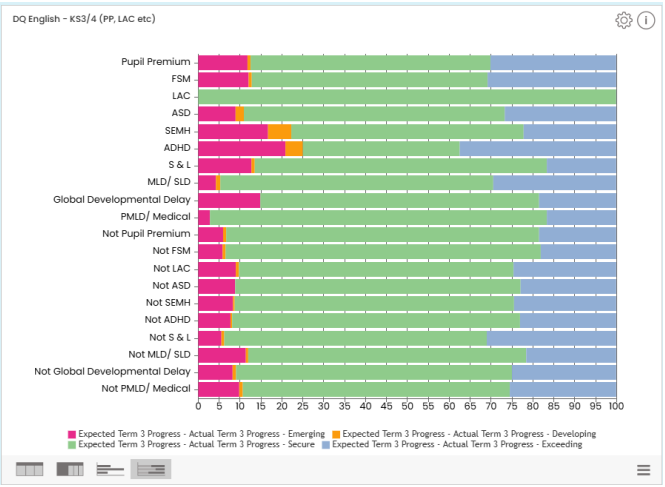
Outcomes for disadvantaged pupils

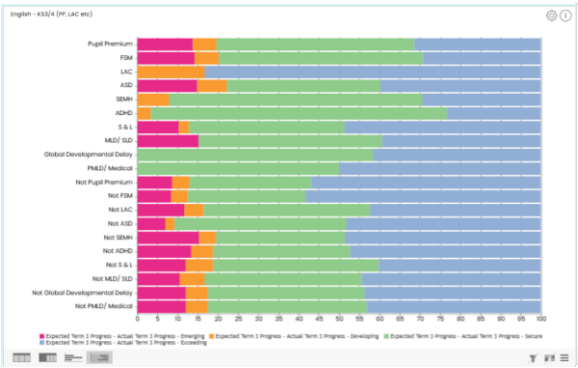
Overall progress Summary

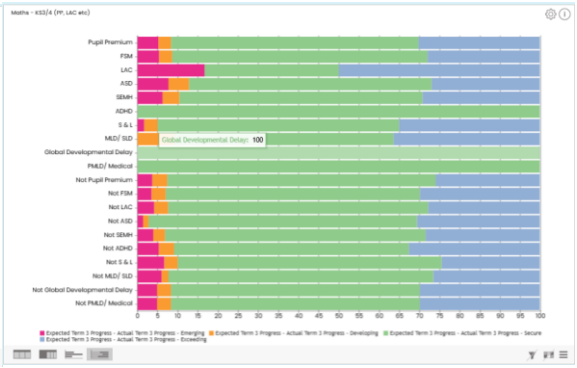
Pupil Premium Outcomes and Impact

Analysis progress data for English and Maths demonstrates that the majority of pupils eligible for Pupil Premium funding are making expected or better progress in both English and Mathematics across all pathways. Within the Navigator, Explorer and Venture pathways, 94.79% of Pupil Premium pupils were at or above their expected Maths progress target and 91.03% were at or above their expected English progress target. Within the Discovery and Quest pathways, which support pupils with the most complex learning needs, 85.56% of Pupil Premium pupils were at or above their expected Maths progress target and 88.24% were at or above their expected English progress target.









When compared to non-Pupil Premium pupils, a higher proportion of disadvantaged pupils were working below expected progress targets in both English and Mathematics. This was most evident within the Discovery and Quest pathways. However, despite the significant additional barriers often experienced by disadvantaged pupils with complex SEND needs, the overwhelming majority continue to make expected or better progress across both core subjects.

The school continues to use Pupil Premium funding to provide targeted academic support, personalised interventions, adaptive teaching approaches, therapeutic provision, communication and literacy development programmes, and wider pastoral support. Progress data indicates that these strategies are enabling most disadvantaged pupils to sustain positive progress and access learning successfully. Leaders will continue to monitor the small number of pupils who are not yet meeting expected progress targets and ensure that support remains closely matched to individual need.

Overall, the data demonstrates that most Pupil Premium pupils at Queensbury School are making expected or better progress in English and Mathematics, including those within the school's most complex pathways, reflecting the positive impact of targeted support and high-quality provision.

Attendance Summary

Year	Whole School	PP	Non-PP	Difference PP vs Non-PP
23/24	88.06%	88.74	87.35%	+1.39%
24/25	88.21%	89.05%	87.35%	+1.7%
25/26	88.57%	87.53%	89.46%	-1.04%

Whole-school attendance has improved over the three-year period, rising from 88.06% in 2023/24 to 88.57% in 2025/26, an increase of 0.51 percentage points. Attendance for pupil premium pupils remained strong throughout the period, reaching 89.05% in 2024/25 before declining to 87.53% in 2025/26. During the same period, attendance for non-pupil premium pupils increased from 87.35% in both 2023/24 and 2024/25 to 89.46% in 2025/26.

The attendance profile should also be viewed within the context of a significantly changing cohort. The proportion of pupils eligible for pupil premium increased considerably from 54.9% in 2023/24 to 65.7% in 2024/25 and 67.2% in 2025/26, meaning a much larger proportion of the school's population is now represented within the disadvantaged cohort. Despite this increase, pupil premium attendance remained broadly in line with whole-school attendance and above 87%.

Historically, pupil premium pupils attended more regularly than their non-pupil premium peers, with attendance being 1.39 percentage points higher in 2023/24 and 1.70 percentage points higher in 2024/25. However, in 2025/26 this position reversed, with pupil premium attendance 1.93 percentage points below non-pupil premium attendance. This change reflects a widening attendance gap and highlights the need for renewed focus on disadvantaged pupils as a priority cohort.

To address this, the school has continued to invest pupil premium funding in a comprehensive attendance strategy, including the deployment of a dedicated attendance officer, learning mentors, home-school liaison support, parental engagement, attendance monitoring, targeted interventions, and pastoral provision. These approaches have contributed to sustaining strong attendance levels

overall, particularly given the complex SEND needs of pupils and the increasing proportion of disadvantaged learners within the school.

Moving forward, attendance remains a key priority within the pupil premium strategy. The school will continue to strengthen early identification of attendance concerns, enhance communication with families, provide targeted support and intervention, and maintain robust monitoring systems to reduce the attendance gap between pupil premium and non-pupil premium pupils while further improving attendance across the whole school.

Reading – DreamBox Plus

DreamBox Reading Plus Impact

The table below summarises whole-school engagement and reading outcomes from Reading Plus during the current academic year. Data shows strong engagement across the school, with pupils actively accessing personalised literacy pathways to improve reading fluency, comprehension and higher-order reading skills. Students are completing an average of 10.8 reading lessons each and generating over 1.4 million words read. Reading Plus data indicates an average reading fluency gain of 5 words per minute and an average reading level gain of 0.2 levels across active learners. Furthermore, 74% average comprehension demonstrates sustained engagement with reading and understanding of texts. These outcomes are particularly significant within a special school context, where many pupils experience barriers relating to literacy, language development, cognition and communication. The programme provides targeted support for disadvantaged learners, enabling regular reading practice, personalised challenge and the development of key literacy skills across the curriculum.

Reading Plus Whole School Summary

Measure	Outcome
Pupils Enrolled	269
Average Reading Lessons Completed	10.8
Total Words Read	1,444,778
Average Words Read per Active Pupil	9,087
Average Comprehension Score	74%
Average Reading Fluency Gain	+5 words per minute
Average Reading Level Gain	+0.2 levels
Pupils At/Above Reading Rate Target	5%

Pupils At/Above Academic Year Reading Standard	4%
Pupils One Reading Level Below Academic Year Standard	1%

Reading Skills Development

Reading Plus skills data demonstrates positive performance across a range of literacy domains. Pupils achieved average scores of 70% in Close Reading, 68% in Main Ideas and Themes, 67% in Interaction of Ideas, 69% in Use of Language and 70% in Comparative Reading. The strongest area was Point of View, where pupils achieved an average score of 75%, indicating that pupils are developing their ability to understand perspective, author intent and interpretation within texts. These skills contribute directly to improved literacy outcomes and support pupils in accessing a broad and ambitious curriculum.

Reading Skills Summary

Reading Skill	Average Score
Close Reading	70%
Main Ideas & Themes	68%
Interaction of Ideas	67%
Use of Language	69%
Text Structure	61%
Point of View	75%
Image Scaffolds	62%
Reasoning & Rhetoric	60%
Comparative Reading	70%

Reading Plus continues to form a key component of Queensbury School's literacy strategy and supports the school's wider Pupil Premium provision. The programme provides equitable access to high-quality, adaptive reading instruction and additional opportunities for independent reading practice. Through personalised reading pathways, disadvantaged pupils are supported to improve reading fluency, comprehension, vocabulary acquisition and critical reading skills. The scale of pupil engagement, combined with positive fluency and reading level gains, demonstrates that Reading Plus is contributing

to improving literacy outcomes and helping to reduce barriers to learning associated with disadvantage.

Externally provided programmes

Programme	Provider
Dream Box	Dream Box
Little Wandle letters and sounds	Little Wandle
S&L Therapist and OT Therapist	West Midlands S&L Therapy
Aspire English and Maths on the move	Aspire
Music/ Art/ Drama Therapies	BCAT

Further information

Planning, implementation and evaluation

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's guidance to help us develop our strategy.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice through coaching and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and are in the process of putting in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.