Queenborough School & Nursery Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queenborough School & Nursery
Number of pupils in school (Year R-6)	414
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	17/12/25
Date on which it will be reviewed	17/12/26
Statement authorised by	Jason Howard Executive Headteacher
Pupil premium lead	Christina Tomlin Head of School
Governor / Trustee lead	Dave Butt Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£230,280**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	**£230,280**

Part A: Pupil premium strategy plan

Statement of intent

At Queenborough School & Nursery, we are passionate about our role in ensuring that socio-economic background is not a proxy for academic achievement. We recognise the important role that schools play in closing the achievement gap between disadvantaged pupils and those from other backgrounds. We are very proud of our track record in ensuring that our disadvantaged children leave Key Stage 2 with attainment broadly in line with disadvantaged children nationally. We aim to ensure that our high attaining pupil premium children also progress in line with their non-disadvantaged peers. We regularly consider the challenges faced by our pupil premium children and use this to help us form any decisions with allocation of support.

Our key principles for supporting disadvantaged children are:

- Remaining up to date with the challenges and barriers to learning faced by our disadvantaged children;
- Strategically using the Pupil Premium Grant to ensure that the challenges and barriers identified are met;
- Relentlessly tracking the achievement of disadvantaged children, including the impact of the interventions implemented;
- Maintaining the highest aspirations and expectations for all learners, regardless of socio-economic status.

Our current pupil premium strategy plan demonstrates the strategic use of funding to address challenges and barriers identified by us as a school in our planned activities to support our disadvantaged children. Planned activities such as additional teachers and specialist reading support to provide quality first teaching, proven to be the most effective method at closing the attainment gap. Another example would be the investment in wellbeing and pastoral support to support the high percentage of pupil premium children who demonstrate low self-esteem and social and emotional needs.

Our process will be receptive to needs of our learners and we will use assessments to monitor the impact of disadvantage and activities implemented. Where we feel that there is a need, we will implement this support as early as possible. We will work with teaching staff to ensure we all have responsibility for disadvantage children outcomes and that every child can achieve.

Challenges

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

What challenges do our disadvantaged children face?

Queenborough School & Nursery serves the communities of Queenborough and Rushenden on the Isle of Sheppey. The school sits within an area of high deprivation, with 37% of pupils in receipt of Pupil Premium, ranking as the 22nd most deprived school, out of 455 in Kent (2019).

The IMD identifies the Isle of Sheppey as being the most deprived part of Swale Borough, which is itself one of the most deprived districts in the country. The January 2020 Strategic Commissioning Statistical Bulletin listed our local ward as 48th for deprivation out of 32,844 LSOAs nationally and 1st out of 902 in Kent, placing it within the top 10% for deprivation both within Kent and nationally (see Figure 1).

Table 4: The 10% most deprived LSOAs by IMD2019 in Kent: (Rank 1 to 45 out of 90)

		National rank			Kent Rank	
2011 LSOA Name	2019 Ward Name	position out of 32,844 LSOAs	Within top 10% most deprived 2019	Within top 10% most deprived 2015	Position out of 902 LSOAs	Within top 10% most deprived
Swale 001A	Sheerness	48	Yes	Yes	1	Yes

Figure 1: Strategic Commissioning Statistical Bulletin

Figure 2 shows the main issues for our local community as set out in the 2016 Analysis of Deprived Areas. The school would agree that these issues are very prevalent and result in a number of educational barriers being presented upon entry and throughout pupils' educational journey, such as significantly low levels of speech and language and challenging levels of academic parental engagement.

We conduct regular analysis of our disadvantaged children to ensure we remain up to date with the challenges and potential barriers to learning that they face. This allows us to ensure that our use of the Pupil Premium Grant is tailored to the needs of our pupils.

As of September 2025, these are the barriers to learning that face our disadvantaged children.

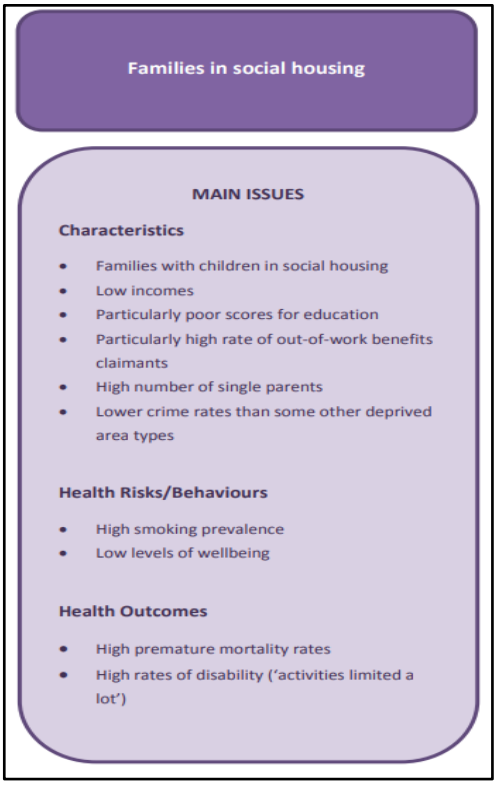


Figure 2: Kent Public Health Observatory Analysis of Deprived

Challenge number	Detail of challenge
1	Our assessments (including staff voice), observations, provision maps and discussions with pupils and families demonstrate that 45% of our pupil premium children have limited confidence or self-esteem.
2	Pupil voice and discussions with teaching staff demonstrate that 30% pupil premium children have been identified as having limited home engagement with school and academic support.
3	Provision maps and discussions with teachers and wellbeing mentors' assessments have identified that 29% pupil premium children currently require additional support with social and emotional needs.
4	Interaction with outside agencies demonstrate that 27% of our children face difficulties at home, are CiN or have Child Protection Plan.
5	Speech and language assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have underdeveloped oral verbal skills and language gaps than their peers. Using these assessments, we have identified 26% of disadvantage pupils face challenges with language and 24% have challenges with speech. Assessments conducted at the point of entry show us that our children generally start with significantly low levels of speech and language.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved wellbeing for our students from qualitative data from student voice, parent surveys and teacher observations. Increased participation in curriculum enrichment activities, particularly among pupils who had a lack of enrichment opportunities during school closure.
Improved oral language skills and vocabulary among disadvantaged pupils	Speech and language assessments will demonstrate significant progress over time. Pupil voice and books will demonstrate high aspirations for use of vocabulary and its high priority throughout the school.
Sustained reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 will continue to align with national other.
Improved home engagement and home support among disadvantaged pupils	Parent/ Carer surveys demonstrate high levels of engagement and support. Well attended curriculum events that help engage parents and further learning at home. Wellbeing and pastoral support being accessed by parents and carers who are most vulnerable.

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: **£38,514**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Workshops Drama Lessons from Reception – Year 6. Every term, different year groups will have weekly lessons with drama coach.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been identified in English, Mathematics and Science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,3,5
National College subscription. National College is a professional development training platform that meets statutory training requirements.	To improve pupil outcomes, careful attention should be paid to how CPD is designed. In particular, those who design and select CPD should focus on mechanisms. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	3,4,5
Admin time spent updating/ analysing and reviewing PP plan throughout the year	Allowing time for Pupil Premium lead to analyse the need of the school and implementing a tiered approach to Pupil Premium spending to help balance the essential ingredients of an effective Pupil Premium plan: high-quality teaching, targeted academic support, and supporting wider strategies. https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium	1-5

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

Budgeted cost: **£95,346**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery	EEF research shows us that if we teach pupils to use strategies for developing and monitoring their reading comprehension and effectively implement a systematic phonics programme it will improve literacy attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,5
Reading specialist support across the school		
Reading Support 1:1		
Speech and Language Assistants. Members of staff deliver speech and language interventions across the school for children identified as needing support. All children are screened when they join.	Speech and language interventions can have a positive impact on pupils' language skills. Research shows such interventions have positive impacts on attainment. Oral language interventions | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
Speech and Language external support		

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

Budgeted cost: **£96,420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of familiar reads	EEF research shows use that if we teach pupils to use strategies for developing and monitoring their reading comprehension and effectively implement a systematic phonics programme it will improve literacy attainment. Providing children with suitable books for their reading ability will support their reading fluency	2,5

	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency	
Beanstalk Reading - Beanstalk helps children improve their reading ability and confidence through tailored, one-to-one support, leading to more confident readers, enhanced self-esteem, and improved academic performance.	Programmes involving volunteers can have a valuable impact. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. 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 | Teaching and Learning Toolkit | EEF	1-5
Writing Intervention (Target Literacy)	Specialist teacher to support and identify the children's current capabilities and assess the next stage of their learning. This is referenced in the EEF recommendations for improving Literacy in KS1 (number 7) as well as using high quality structured intervention to help pupils struggling with literacy (recommendation number 8.) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1702591550	1-5
Wellbeing and Pastoral Support to work with children and families across the school to improve their attitudes to learning as well as punctuality and attendance. Well-being Mentor Support	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	1,3,4
Specific Pastoral Support – Uniform etc	We have identified a need to set a small amount of funding aside to respond quickly to	1-5

	needs that have not yet been identified. Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	
Breakfast support/ Magic Breakfast	EEF found that magic breakfast had a positive impact on KS1 attainment and found that pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1-5
Trip Support We want all pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our children, in particular, those from disadvantaged backgrounds: ● School trips and visits ● Y6 Residential ● Range of after school clubs / lessons where children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers	Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1,2,3 and 4
Attendance Rewards	High attendance and punctuality have a positive impact on children's academic confidence and attainment. Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3 and 4
Maths & Literacy Subscriptions	Phonics approaches have a strong evidence base that indicates high impact on the accuracy of word reading (though not	1- 5

Essential Letters and Sounds subscription Power Maths subscription - Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Renew subscription to Power Maths White Rose maths planning resources.	necessarily comprehension), particularly for disadvantaged pupils (+5 months) Phonics | Toolkit Strand | Education Endowment Foundation | EEF Recommendations for EYFS, KS1 and KS2 Maths from EEF align with the key principles of Power Maths https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1702590957 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1702591012	
Minibus for Pupil premium children to drop into school	The more time a child spends with other children in the classroom and as part of broader school-organised activities, the more chance they have of making friends, of feeling included, and of developing social skills, confidence, and self-esteem. https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance#:~:text=Attendance%20matters&text=The%20more%20time%20a%20child,confidence%2C%20and%20self%2Desteem.	1-5
Forest School Two days per week covering two different year groups per term	Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance. Key findings found here : https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1-5

Total budgeted cost: £230,280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Impact

The Queenborough values of 'Belong, Expect, Achieve, Thrive' reverberate strongly throughout this highly ambitious and exceptional school. They are deeply embedded in the school's culture and lived up to by pupils. Pupils love school, feel very safe and thoroughly enjoy learning. They are extremely proud of their school, their achievements and those of others. There is a demonstrable sense of community and belonging. Leaders have very high expectations for pupils' academic and personal development. Staff share leaders' determination to empower pupils to succeed in a very positive and caring environment. All pupils thrive academically and socially due to the excellent standard of education they receive.

Ofsted Report July 2023 – Outstanding grade. https://files.ofsted.gov.uk/v1/file/50229304

KS2 Data

Previous year performance data and Pupil Premium Performance

Phonics

	2024-2025	2023-2024	2022-2023
National	80 %	79%	75%
% of children in Year 1 Queenborough reaching the Phonics Standard (60)	82%	78%	85%
National	TBC	89%	87%
Total percentage of children having reached the Phonics Standard by the end of Year 2 (59)	84.7 %	95%	92%

Our Year One pupils' 2024/25 score of 82% is slightly higher than the national score of 80%. Year 2 pupils are slightly below the national average for 2023/2024, but if you look at their scores when they were in Year 1, you can see that their data has improved. Our pass rate for

Pupil Premium children is 75%, which is below the national average for national other but higher than the 68% disadvantaged national score in 2024.

KS2 Attainment Pupil Premium

Pupil Premium /21	EXS+	National other 2025	GDS	National Other 2024
Reading	86%	75%	62%	29%
Writing	81%	72%	10%	13%
Maths	86%	74%	52%	24%
GPS	86%	73%	57%	30%
RWM Combined	81%	62%	38%	8%

In **reading, writing and maths** our pupil premium children outperform national other scores in 2025, both individually and combined.

Headlines:

- Attainment at the expected standard of disadvantaged children remains above national counterparts in all subjects.
- Our disadvantaged children in Year 1 are above national disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Beanstalk	Coram Beanstalk
Writing Intervention	Target Literacy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A