

Review of expenditure 2016 2017

Queen Elizabeth High School: 2017-2018 Pupil Premium / Disadvantaged Pupil Strategy Statement

Summary information			
Total number on roll pupils	906	Number of pupils eligible for pupil premium funding	121 (13.4% of total on roll)
Number of pupil premium children / Disadvantaged pupils (DPs) in each year group: Yr9= 43 Yr10= 48 Y11= 30			
Total pupil premium budget:	£110,780	Amount per pupil: Years 7 to 11 = £935 Armed forces children=£300 Children Looked After=£1,900	

End of Key Stage 4 (Year 11) 2017 progress KS2 to KS4 and attainment										
		Cohort	Progress 8	English element	Mathematics element	Ebacc element	Open element	Attainment 8	English and maths grade 4 or above	English Baccalaureate grade C or above
2017 Unvalidated	All pupils	302	0.53	0.80	0.56	0.47	0.39	5.43	79.1%	28.5%
	Disadvantaged	35	-0.31	0.07	-0.11	-0.51	-0.50	3.64	48.6%	5.7%
	National other		TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)
	Gap		TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)	TBC (ASP)
	N.B. TBC cells will be populated when ASP (Analyse School Performance) is published									

Desired Outcome	Actions	Estimated impact	Lessons learned for 2017 2018	Cost
Improved Progress 8 (P8) score for Year 11 DPs through assertive mentoring with SLT and Pastoral Leaders (PLs)	<ul style="list-style-type: none"> • Programme of one-to-one meetings took place between DPs and SLT / PLs • Identification of individualised barriers took place to learning and progress 	<ul style="list-style-type: none"> • 15/21 DPs improved their P8 score in August 2017 compared to end of Year 10 predictions 	<ul style="list-style-type: none"> • Identify key skills with mentors to better match one-to-one pairings in 2017 2018 	£10,000
Improved participation of DPs in extra-curricular support / intervention	<ul style="list-style-type: none"> • EBACC GCSE Easter holiday revision / study support days took place during school holiday • After school study support sessions across all subjects took place in all three terms 	<ul style="list-style-type: none"> • Student voice for DPs indicated better preparedness for exams (where engagement took place) 	<ul style="list-style-type: none"> • Find better ways to transport targeted DPs to sessions during holidays • Find incentives to keep DPs after school for study support sessions 2017 2018 	£7,000
Improved literacy levels for DPs (from Y9 – Y11)	<ul style="list-style-type: none"> • Students were allocated to smaller literacy / Accelerated Reader groups (where appropriate) 	<ul style="list-style-type: none"> • Accelerated Reader students made substantial progress in their reading ages (from their Year 9 starting points) on the basis of their STAR reading tests – on average, learners made +9 months of improvement during Year 9 and +9 months more improvement in Year 10 	<ul style="list-style-type: none"> • Decision to focus more on GCSE English courses from the start of Year 10 – Accelerated Reader will be a focus in Year 9 (and in middle school) 	£18,000
Improved attendance and punctuality for DPs through attendance officer intervention and pastoral mentor intervention	<ul style="list-style-type: none"> • Programme of one-to-one meetings took place between DPs and pastoral mentors to focus on building self-esteem and engagement • Attendance officer met with targeted DP students and parents 	<ul style="list-style-type: none"> • Persistent Absence (PA) of DPs was 20.2% (compared to 21.6% nationally) 	<ul style="list-style-type: none"> • Some Education Other Than At School (EOTAS) and Alternative Provision students impacted negatively on attendance figures – this group will be looked at in 2017 2018 	£27,000
Improved attainment and progress in GCSE English and maths for Year 11 DPs	<ul style="list-style-type: none"> • Small group teaching and intervention took place for targeted DP students 	<ul style="list-style-type: none"> • English DP P8 score 0.07 • Maths DP P8 score of -0.11 	<ul style="list-style-type: none"> • Some DPs struggled with the reformed GCSE qualifications (more emphasis on revision skills) – need to look at the quality of revision programme and interventions for DPs in 2017 2018 	£10,000

Improved DP transition from middle school and early engagement in wider school life	<ul style="list-style-type: none"> 52 Year 9 DPs taken to outdoor centre for team building and confidence building activities 	<ul style="list-style-type: none"> Positive ATL scores for Year 9 DP cohort in data rounds – 1.8 (1=high 4=low) 	<ul style="list-style-type: none"> A positive activity which will be a regular part of the DP programme at QE 	£2,000
Improved quality of homework for DPs	<ul style="list-style-type: none"> 19 targeted students attended homework support for 20 minutes per day in the Base facility 	<ul style="list-style-type: none"> Positive homework scores for DP cohort in data rounds – 1.9 (1=high 4=low) 	<ul style="list-style-type: none"> A positive activity which will be a regular part of the DP programme at QE 	£1,000
Improved engagement in the wider education system for those DPs at risk of permanent exclusion / serious disengagement	<ul style="list-style-type: none"> Alternative provision was set up for two students 	<ul style="list-style-type: none"> Two students remained in the education system 	<ul style="list-style-type: none"> Improving the quality of English and maths tuition in liaison with Alternative Provision to ensure better outcomes for students 	£2,000
Improved sense of belonging / inclusion for DPs (including access to equipment and revision material)	<ul style="list-style-type: none"> School supported provision of uniform, revision guides, access to trips / resources / equipment Sixth form peer mentors trained to work with younger DP students Celebration and achievement evening took place 	<ul style="list-style-type: none"> All GCSE DPs equipped appropriately for courses and necessary revision All DPs in correct uniform Student Voice reported that peer mentor scheme positive for support and inclusion 	<ul style="list-style-type: none"> Move Year 11 revision support evening to an earlier slot in the Year and pursue all DP students and parents for attendance to this in 2017 2018 	£3,000 £1,500 £500
Improved school staff engagement with DP parents	<ul style="list-style-type: none"> Programme of one-to-one meetings took place between DP parents / students and SLT at parents' evenings 2016 2017 	<ul style="list-style-type: none"> Positive early relationships built and easier to contact more DP parents on follow-up activities / requests for support 	<ul style="list-style-type: none"> A positive activity which will be a regular part of the DP programme at QE 	£1,000
Improved pedagogical approach for DPs in lessons / teaching	<ul style="list-style-type: none"> CPD programme took place (as part of Tuesday evening programme) focusing on teaching DP activities 	<ul style="list-style-type: none"> Quality of teaching, learning and assessment for DPs (as evidenced in observations and work scrutinies) judged as 'good' 	<ul style="list-style-type: none"> More focus required on marking / feedback and homework pedagogical strategies for DPs in 2017 2018 	£1,000

Outcome targets for DPs - Summer 2018	Success criteria for DPs - Summer 2018
Close the attainment and progress gap for DPs (the gap with national others)	<ul style="list-style-type: none"> Improved attainment in Eng & maths GCSE results for DPs compared to national other (compared to summer 2017 results) Improved overall progress 8 score for DPs compared to national other (compared to summer 2017 results)
Close the attendance gap for DPs (the gap with national others)	<ul style="list-style-type: none"> Improved attendance for DPs compared to national other (compared to 2016 2017 attendance figures) Reduced Persistent Absence (PA) for DPs compared to national other (compared to 2016 2017)
Improved participation and engagement in lessons and extra-curricular support / interventions	<ul style="list-style-type: none"> Improved Attitude to Learning (ATL) scores in data and report rounds for DPs (compared to 2016 2017) Improved attendance rates at extra-curricular activities / intervention sessions for DPs (compared to 2016 2017)

Barriers to success to be overcome for students eligible for pupil premium funding in 2017-2018
Where attendance is below 95%
Where literacy and numeracy skills are weak
Where aspirations of students and parents are low
Where attitudes to learning are poor
Where engagement in intervention is low
Where engagement in extra-curricular activities is low

Planned Expenditure 2017-2018

Strengthen the quality of teaching and learning

Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Progress 8 score for disadvantaged pupils in line with other pupils nationally	<ul style="list-style-type: none"> Appointment of a senior leader with overall responsibility for co-ordinating a range of strategies that will improve the progress of disadvantaged pupils KAI meeting with EBACC Curriculum Leaders (CLs) to identify DP students requiring support. CLs to disseminate information to their teaching staff and brief them on detailed and appropriate wave 1 interventions. Follow up meetings after every data round 	<ul style="list-style-type: none"> Having a lead focus will enable all key staff to be informed about disadvantaged students with senior leaders having responsibility for gap closure 	<ul style="list-style-type: none"> Progress measures will be checked after each review to check students are meeting expectations, and interventions will be put into place for those who are not 	KAI DIH	<ul style="list-style-type: none"> This will be a focus throughout the year but monitored alongside data rounds Regular meetings set up to monitor subject areas and response to data An agenda item in SLT meetings moving forwards
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ul style="list-style-type: none"> DP champions to co-ordinate strategies and track progress in department. They will share best practice across the school with other DP champions from other departments Additional sessions on the maths timetable to support Year 9, 10 and 11 students in bi-weekly small group sessions Literacy groups established in Year 9 – Accelerated Reader used with Year 9. Year 10 and Year 11 literacy groups taught GCSE English in smaller groups Early identification of underachieving DP students from baseline Yr9 data 	<ul style="list-style-type: none"> Having a focus for these key departments will lead to the sharing of good practice throughout the school Regular meetings between key staff to ensure progress is being focussed on 	<ul style="list-style-type: none"> Regular review of pupil student progress through the data round cycle Tracking of key underperforming students and intervention available to ensure that DP students are achieving in line with or exceeding expectations 	KAI	<ul style="list-style-type: none"> Throughout the year in line with data rounds
New marking focus / system	<ul style="list-style-type: none"> New policy shared with all teaching staff 	<ul style="list-style-type: none"> Marking system and planning for marking has 	<ul style="list-style-type: none"> Staff training Work scrutiny 	JAA	<ul style="list-style-type: none"> Students work and response from

with increased monitoring across the school with a DP focus	<ul style="list-style-type: none"> • SLT and CL work scrutinies will focus on DP books • SIP work scrutinies will focus on DP books • CLs and teaching staff sharing good practice within meetings • SLT observations with a focus for DP 	<p>been improved to focus on feedback designed to support individual student progress</p> <ul style="list-style-type: none"> • DP students will be set post-feedback actions which will ensure they correct misconceptions and are challenged to progress further 	<ul style="list-style-type: none"> • Staff feedback • CL meetings • New posters for all classrooms and learning areas 		marking will be enhanced
Total Budget Cost					£69,370

Targeted support for disadvantaged students					
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Improve attendance and punctuality of disadvantaged students	<ul style="list-style-type: none"> • Close monitoring of attendance and punctuality of DP students. SEH to monitor this and feedback to pastoral department. Those causing a concern will lead to early intervention from the EWO. Following procedure for communication with parents • Ensure that work is caught up with persistent absentees by spending additional time in the base to catch up – priority given to EBACC 	<ul style="list-style-type: none"> • Closely monitoring attendance and punctuality of DP students applying early intervention and applying rewards will improve awareness of parents and students when attendance is falling • The key to academic success is good attendance 	<ul style="list-style-type: none"> • Weekly checks on attendance with attendance officer • Regular monitoring meetings with key staff 	SEH and DAT	<ul style="list-style-type: none"> • Impact will be shown through attendance figures at the end of every half term • Positive impact is increased attendance and PA reduced
Increased targeted provision for DP students for all subjects outside of lessons	<ul style="list-style-type: none"> • EBACC targeted lunchtime one to one sessions with a 6th form academic mentor. Calendared to reduce clashes. • LRC afterschool homework club with refreshments and subject DP champions (staff) 	<ul style="list-style-type: none"> • As provision is targeted from teacher and assessment data, pupils that are underachieving have a wide variety of support to help them succeed 	<ul style="list-style-type: none"> • Timings for intervention are calendared to avoid clashes • Support for mocks and exams is timely to ensure maximum 	KAI and CLs	<ul style="list-style-type: none"> • Impact will be shown through data rounds and exam results • Impact will be measured by student attendance

	<ul style="list-style-type: none"> • Afterschool revision/support sessions for all subjects • Targeted Easter school for GCSE • Strategies for revision shared with all pupils in form time • Achievement mentoring cohort established for 40 Year 11 students (21 DP students.) • All class teachers to be very aware of DP students through highlighting on data, in briefing etc • Termly newsletter regarding whole school DP attainment and progress produced and circulated • All year DP students to be provided with the relevant revision guides, equipment etc 	<ul style="list-style-type: none"> • Some students who have transport issues will have lunchtime provision • Some students have poor behaviour for learning (BfL), DP champions and 6th form mentors will be a positive influence 	<p>impact</p> <ul style="list-style-type: none"> • Some interventions are compulsory with support from parents and pastoral staff • Careful selection of students from data 		and attitude at events
Total Budget Cost					£30,070

Other approaches to raise the attainment and progress of disadvantaged students					
Desired Outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	How impact will be assessed.
Improved behaviour and engagement with school	<ul style="list-style-type: none"> • Engagement at lunchtime with targeted group • Meetings with DP students by SLT to engage with and overcome barriers at home and school • 1 to 1 and small group support from mentors • PL early intervention with students who are persistently negatively part of the behaviour system • All DP parents/carers personally invited in for parent evenings to increase engagement 	<ul style="list-style-type: none"> • Early intervention for students with negative behaviour points to reduce the escalation of poor behaviour • External agencies used when needed • Early and sustained parental engagement to remove barriers at home and school 	<ul style="list-style-type: none"> • Timetabled meeting with students with SLT • PLs acutely aware of behavioural issues – monitored through SIMs • BfL scores from reports checked after every data round • Parent attendance monitored at parent nights 	DAT/K AI	<ul style="list-style-type: none"> • Students have improvements in behaviour with lower negative points • Attendance of parents is higher at parent nights • Behaviour at lunchtime is improved by lunchtime clubs

<p>Raising aspirations and ambitions of DP students</p>	<ul style="list-style-type: none"> • Additional DP meetings with careers advisor in Yr11, with additional support where needed • Careers fairs in school • Yr11 DP students taken to North East careers fair • Monitor and track destination data by key groups, including DP students • Every student met by curriculum advisors for Year 10 and Year 12 options 	<ul style="list-style-type: none"> • Yr11 are guided onto the best post 16 options for them individually and no DP students are NEET • Students are given tailored guidance that suits their P8 score 	<ul style="list-style-type: none"> • Students are on the right courses for their ability in Year 10 with a full curriculum • No school leavers are NEET 	<p>DAT, KAI, DIH</p>	<ul style="list-style-type: none"> • Students will have higher aspirations and will engage in school interventions as they have a destination in mind
<p>Ensure transition is smooth for DP students</p>	<ul style="list-style-type: none"> • Selected DP students to work with mentors on transition days • All DP information from middle schools shared with all staff • Early intervention for attendance and known BfL issues • Kirkley Hall team building trip in first half term • Early meetings with SLT to overcome barriers. • Yr 9 character education special forms created 	<ul style="list-style-type: none"> • Settling into school quickly will enhance pupil engagement and encourage a positive attitude to learning • Early identification of barriers to learning will allow us as a school to enhance learning sooner • Confidence built in weekly character education forms with RAE 	<ul style="list-style-type: none"> • Liaison with middle schools to gain information • Meetings with students timetabled and planned • Year 9 data rounds • Year 9 attendance data 	<p>KAI DIH PLs</p>	<ul style="list-style-type: none"> • Students to be quickly integrated into the school with recorded behaviour incidents low (with high BfL marks in reports) • All students having the correct tools to access learning
<p>Total Budget Cost</p>					<p>£11,040</p>