

Queen Elizabeth High School Pupil Premium Self-Evaluation and Strategy Autumn 2019

Summary Information		
2018-19	Number of students on roll	1308
	Number of students eligible for Pupil Premium	130
	Pupil Premium allocation	£130,987.00
	Pupil Premium Plus (for looked After Children)	£5,992.00
	Total	£136,979.00
2019-20	Number of students on roll	1308
	Number of students eligible for Pupil Premium	114
	Pupil Premium allocation	£128,654
	Pupil Premium Plus (for looked After Children)	£6,400
	Total	£135,054
	Date of most recent Pupil Premium review	September 2019
	Date for the next internal review of this strategy	February 2020

Barriers to success to be overcome for students eligible for pupil premium funding.
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

Review of Pupil Premium Expenditure 2018-19					
Desired Outcomes		Actions	Estimated Impact	Lessons Learned for 2019-20	Cost
Strengthen the quality of teaching and learning	Progress 8 score for Pupil Premium (PP) students to be in line with other pupils nationally.	<ol style="list-style-type: none"> 1. Appointment of a senior leader with overall responsibility for co-ordinating a range of strategies that will improve the progress of disadvantaged pupils. 2. Meetings with Curriculum Leaders (CLs) to identify PP students requiring support and planning strategies. 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. 3. Meetings with students (and parents) of those PP students most underachieving. 4. Staff briefings/communication to highlight foci for 'marginal gains' in this cohort. 5. Focused use of Learning Support Assistants in lessons to support lower ability and underperforming PP students. 	<p>43 PP students in cohort: Average Total Progress 8 (P8) is -0.35. <i>Taking four key students (whose circumstances meant we could have no impact) out from this data means P8 becomes -0.05.</i> Compared to the 2018 PP cohort, EBacc P8 has risen from -0.59 to -0.53, Attainment 8 has risen from 39.3 to 43.3 and the % students with five GCSEs at 4-9 (including English and Maths) has risen from 48% to 58%</p> <p>Department strategies document has been developed specifically for the PP cohort. This will support planning and monitoring and</p>	<ul style="list-style-type: none"> • Department PP plans need to be updated every year alongside the creation of individual strategies for key students in the GCSE cohort. • Individual needs of PP learners should be assessed by subject teachers in the summer term of Year 10, leading to planned actions and strategies for Year 11. This will be documented and used by CLs in their department meetings, reviews and appraisal process. • Staff training needed to improve knowledge of Adverse Childhood Experiences as well as working practices with LSAs. • 'Lower' and 'middle' ability boys are the key underachievers and need to be the focus for 2019/20. • Small group of students not attending school (and therefore beyond our 'reach') have a significant impact on PP results; there needs to be renewed focus on the progress of students in alternative education. 	£83,480

			will be used by SLT in department reviews.	
Progress in maths and English for PP students to be in line with the national average for other pupils.	<ol style="list-style-type: none"> 1. Curriculum Leaders and PP Champions to co-ordinate strategies and track progress in department. They will share best practice across the school. 2. Additional sessions on the maths timetable to support Year 9, 10 and 11 students in bi-weekly small group sessions Anyone with time on their timetable should be put on support lessons 3. 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 4. Early identification of underachieving PP students from baseline Yr9 data 5. Focused use of Learning Support Assistants in lessons to support lower ability and underperforming PP students. 	<p>Subject Progress Index for Maths rose from -0.08 in 2018 to +0.1 in 2019.</p> <p>Compared to 2018, the % of students achieving five GCSEs at 4-9 (including English and Maths) has risen from 48% to 58%, the % of DP students achieving 4-9 in English has risen from 58% to 67% and the % of students achieving 4-9 in Maths has risen from 64% to 70%.</p>	<ul style="list-style-type: none"> • All subject teachers should be responsible for the strategies and progress tracking of PP learners; they know the students’ needs, etc. best. This planning and progress should be monitored, reviewed and appraised by CLs. • Maths and English staff whose teaching hours are below capacity should be placed in those Year 11 sets with a greater population of PP students. • The progress of PP students in English needs to be a key focus for 2019/20. • It is important to identify key students in each year-group early for intervention. 	
Focused monitoring across the school with a	<ol style="list-style-type: none"> 1. Marking policy re-shared with all teaching staff with a focus on Pupil Premium students. 	Pupil Premium has become the focus for SLT department reviews and there is a clear direction from	<ul style="list-style-type: none"> • The PP cohort needs to be the focus of SLT observations and department reviews. This can be supported by the department PP strategy documents as well as 	

	Pupil Premium focus	<ol style="list-style-type: none"> 2. Senior Leadership Team (SLT) and CLs work scrutiny will focus on PP books 3. New Leader of Teaching for Learning to have focus on PP. 4. School Improvement Partner work scrutiny will focus on PP books 5. CLs and teaching staff sharing good practice within meetings 6. SLT observations with a focus for PP 	<p>senior and middle leaders.</p> <p>Strategies and documents have been developed so that SLT overview of PP intervention is improved with a focus on accountability at the various levels of leadership and teaching.</p>	<p>individual planning documents which have been populated by all teaching staff.</p> <ul style="list-style-type: none"> • More focus needed on PP achievement on History and Business Studies. Work needs to be done alongside CLs to ensure strategies are in place for intervention. • Addressing quality in PP students' books and gaps in their learning needs to be a priority. 	
Targeted support for Pupil Premium students	Improve attendance and punctuality of Pupil Premium students	<ol style="list-style-type: none"> 1. Close monitoring of attendance and punctuality of PP students. The school Attendance Officer to monitor this and feedback to pastoral department. Those causing a concern will lead to early intervention from the Educational Welfare Officer. 2. Following procedures for communication with parents. 3. Ensure that work is caught up with persistent absentees by spending additional time in the base to catch up – priority given to EBacc subjects. 4. Closer monitoring of Education Other Than at School (EOTAS) provision, ensuring 	PP attendance did not improve over the academic year for Year 11. There was a small improvement for Year 9.	<ul style="list-style-type: none"> • Fortnightly meetings needed with attendance officer with PP focus. • More regular updates from Alternative Education providers and tutors needed, with intervention and parental meetings where necessary. • Gaps in books need continued focus. The subject teacher needs to take the lead on this, supported and monitored by the CL. The Attendance Officer to share names of persistent absentees with CLs weekly. 	£31,330

		continuation of tutoring is backed up by medical evidence.			
	Increased targeted provision for PP students for all subjects outside of lessons	<ol style="list-style-type: none"> 1. EBacc (English and Science) targeted lunchtime one to one sessions with a 6th form academic mentor. 2. Afterschool revision/support sessions for all subjects. 3. Targeted Easter school for GCSE 4. Strategies for revision shared with all pupils in form time 5. Achievement mentoring cohort established for 40 Year 11 students (24 PP students.) 6. All class teachers to be very aware of PP students through highlighting on data, in staff briefings and via email. 7. All PP students to be provided with the relevant revision guides, equipment, etc. 	<p>Achievement mentoring group: 8 out of 13 PP students mentored had an increased P8 compared to November assessments.</p> <p>Individual needs of PP learners assessed by subject teachers in the Summer term of Year 10, leading to planned actions and strategies for Year 11. This will be documented and used by CLs in their department meetings, reviews and appraisal process.</p>	<ul style="list-style-type: none"> • PP student attendance at afterschool support remains low; need a greater focus on structured lunchtime support, with support of 6th form students. • Slim down the achievement mentoring to focus on majority PP students; make it more purposeful. Make links to teacher planning documents. • Revision booklets to be bought for all PP students. • PP students to be seen by their Pastoral Leader (PL) if they didn't attend revision evening. 	
Other approaches to raise the attainment and progress of	Improved behaviour and engagement with school	<ol style="list-style-type: none"> 1. Engagement with targeted group 2. Meetings with PP students by SLT to engage with and overcome barriers at home and school – starting in Year 10. 	'Attitude to Learning' measures improved for the Year 11 PP cohort between the November and March	<ul style="list-style-type: none"> • Fortnightly meetings with individual PLs needed to review behaviour and support of PP students. • Smaller, targeted PP group for Assertive Mentoring. 	£12,630

Pupil Premium students		<ol style="list-style-type: none"> 3. 1 to 1 and small group support from mentors 4. PL early intervention with students who are persistently negatively part of the behaviour system 5. All PP parents/carers personally invited in for parent evenings to increase engagement. 6. Targeted tutor groups in Year 9 and 10: a group of 15 PP students from each year group will register with Rachael Edgar 2 days a week. 	<p>datasets, from average of 2.36 to 1.89.</p> <p>SLT engagement started early in Year 10 and was followed up prior to assessments.</p> <p>Phoncalls made sure that PP students' parents were all aware of parent evenings.</p> <p>Small PP tutor groups aimed at improving cultural literacy; praised by OFSTED.</p>	<ul style="list-style-type: none"> • Targeted use of Northumberland County Council's Behaviour Support service. • Continue the use of smaller tutor groups to develop cultural literacy and build relationships. 	
	Raising aspirations and ambitions of PP students	<ol style="list-style-type: none"> 1. Additional PP meetings with careers advisor in Yr11, with additional support where needed 2. Careers fairs in school 3. Yr11 PP students taken to North East careers fair 4. Monitor and track destination data by key groups, including PP students 5. Every student met by curriculum advisors for Year 10 and Year 12 options 	<p>Only one student is NEET from the Year 11 PP cohort.</p>	<ul style="list-style-type: none"> • We need earlier intervention to raise aspirations to avoid the 'switch off' at Key Stage 3. This should involve work with middle schools. 	

	<p>Ensure transition is smooth for PP students</p>	<ol style="list-style-type: none"> 1. Selected PP students to work with mentors on transition days 2. All PP information from middle schools shared with all staff 3. Early intervention for attendance and known behaviour issues 4. Outward bound visit for Year 9 PP cohort 5. Early meetings with Senior Leader and PL to overcome barriers. 	<p>Smooth transition for Year 9 DP cohort. Sound progression of Y.9 into Y.10</p>	<ul style="list-style-type: none"> • Earlier assemblies, small group, etc. would be beneficial at the start of KS3. 	
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Planned Expenditure 2019-2020

Objective: 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.
<p>Progress 8 score for Pupil Premium students to be in line with other pupils nationally</p>	<ol style="list-style-type: none"> 1. Senior leader in place with overall responsibility for co-ordinating a range of strategies that will improve the progress of Pupil Premium (PP) students 2. Senior leader meeting with EBACC Curriculum Leaders (CLs) to identify PP students requiring support. CLs to disseminate information to their teaching staff and brief them on detailed and appropriate wave 1 interventions. Follow up communication after every data round. 3. Senior Leadership Team (SLT) to meet with those PP students (and their parents) who are underachieving. 4. Senior leader to highlight foci for 'marginal gains' in this cohort through staff briefings/communication and training. 5. Focused use of Learning Support Assistants (LSAs), supported by professional development in September 2019. 	<ul style="list-style-type: none"> • Having a lead focus will enable all key staff to be informed about Pupil Premium students. • Senior leaders and CLs will have responsibility for closing the gap between the progress of PP and non-PP students. 	<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. 	<p>Richard Zabrocki</p>	<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 • This will be a regular agenda item in SLT meetings moving forwards.

Review Feb 2020					
Review October 2020	Estimated Impact Lessons Learned for 2020/21				
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ol style="list-style-type: none"> 1. CLs and PP champions to co-ordinate strategies and track progress in Core subjects. They will share best practice across the school with other PP champions from other departments 2. Additional staffing to support Year 11 classes with larger PP cohorts. 3. Literacy groups established in Year 9 – Accelerated Reader used with Year 9. 4. Early identification of underachieving PP students from baseline Year 9 data and attitude/behaviour concern logs. 5. Focused use of LSAs in English and Maths lessons to support lower and middle ability PP students. 	<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 will ensure progress is being focussed on. • Extra literacy sessions for designated students will improve their ability to access resources and assessments across the curriculum. 	<ul style="list-style-type: none"> • Regular review of student progress through the data round cycle • Tracking of key underperforming students and intervention available to ensure that PP students are achieving in line with or exceeding expectations. 	Richard Zabrocki	<ul style="list-style-type: none"> • Throughout the year, in line with data rounds
Review Feb 2020					
Review October 2020	Estimated Impact Lessons to be learned 2020/21				
Focused monitoring across the school with a Pupil Premium focus	<ol style="list-style-type: none"> 1. Marking policy re-shared with all teaching staff with a focus on PP. 2. SLT and CL work scrutiny will focus on PP students' books 3. Leader of 'Teaching for Learning' to have focus on PP. 	<ul style="list-style-type: none"> • Marking system and planning for marking has been improved to focus on feedback designed to support individual student progress 	<ul style="list-style-type: none"> • Staff training • Work scrutiny • Staff feedback • CL meetings • New posters for all classrooms and learning areas. 	James Andriot Judith Minto	<ul style="list-style-type: none"> • Students work and response from marking will be enhanced

	<p>4. School Improvement Partner work scrutiny will focus on PP books</p> <p>5. CLs create department PP plans; departments share good practice within meetings.</p> <p>6. An action plan for every underperforming PP student in every subject to be created, reviewed and monitored.</p> <p>7. SLT observations with a focus on PP students' books and progress.</p>	<ul style="list-style-type: none"> • PP students will be set post-feedback actions which will ensure they correct misconceptions and are challenged to progress further 			
Review Feb 2020					
Review October 2020	Estimated Impact Lessons to be learned 2020/21				
Total Budget Cost					£83,480

Objective: 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 Pupil Premium students	<ul style="list-style-type: none"> • Close monitoring of attendance and punctuality of PP students. The school Attendance Officer to monitor this and feedback to pastoral department. Those causing a concern will lead to early intervention from the Educational Welfare Officer. • Following procedure for communication with parents • Fortnightly meetings between Attendance Officer and senior leader to focus on PP poor attendance. • Ensure that work is caught up with persistent absentees by highlighting students to CLs and teachers. • Close monitoring or Education Other than at School (EOTAS) tuition, ensuring continuation of provision is backed up by medical evidence. 	<ul style="list-style-type: none"> • Closely monitoring attendance and punctuality of PP 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"> • Fortnightly checks on attendance with attendance officer and senior leader. • Regular monitoring meetings with key pastoral staff. • PP students' books will be monitored by CLS in SLT reviews. 	Helena Swarbrook Dave Todd Richard Zabrocki	<ul style="list-style-type: none"> • Impact will be shown through attendance figures at the end of every half term • Increased attendance and PA reduced
Review Feb 2020	1.				
Review October 2020	Estimated Impact Lessons to be Learned 2020/21:				

<p>Increased targeted provision for PP students for all subjects outside of lessons.</p>	<ol style="list-style-type: none"> 1. Targeted lunchtime 'catch-up' sessions with subject staff and 6th form 'academic mentors' across the curriculum. 2. Afterschool revision/support sessions for all subjects. 3. Targeted Easter school for GCSE students. 4. Strategies for revision shared with all pupils in form time 5. Achievement mentoring cohort established for PP students where progress measures are a concern. 6. All class teachers to be accountable for the progress of their PP students; planning document created and updated and used as part of the appraisal process. 7. Termly staff briefing regarding whole school PP attainment and progress produced and circulated. 8. All PP students to be provided with the relevant revision guides, equipment, etc. 	<ul style="list-style-type: none"> • As provision is targeted from teacher and assessment data, students that are underachieving have a wide variety of support to help them succeed. • Some students who have transport issues will have lunchtime provision to aid progress. • Some students have poor behaviour or attitude; CLs, teaching staff and 6th form mentors will be a positive influence 	<ul style="list-style-type: none"> • Timings for intervention are nominated by CLs to ensure staff support. • Support for mocks and exams is timely to ensure maximum impact. • Some interventions are compulsory with support from parents and pastoral staff. • Careful selection of students from most up-to-date data. 	<p>Richard Zabrocki, CLs</p>	<ul style="list-style-type: none"> • Impact will be shown through data rounds and exam results. • Impact will be measured by student attendance and attitude at events.
<p>Review Feb 2020</p>	<p>1.</p>				
<p>Review October 2020</p>	<p>Estimated impact Lessons to be learned 2020/21:</p>				
<p style="text-align: right;">Total Budget Cost</p>					<p>£31,330</p>

Objective: Develop other approaches to raise the attainment and progress of Pupil Premium 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.	<ol style="list-style-type: none"> 1. Engagement with targeted groups; senior leader to meet with Pastoral Leaders(PLs) fortnightly to review behaviour/attitude concerns within the PP cohorts and plan intervention. 2. Meetings with PP students by SLT to engage with and overcome barriers at home and school – to be done with Year 10 and 11. 3. 1 to 1 and small group support from Pastoral Mentors. 4. PLs' early intervention with students who are escalated through the behaviour system. 5. All PP parents/carers personally invited in for parent evenings to increase engagement. 6. Targeted tutor groups in Year 9 and 10: predominantly focused on PP students. 	<ul style="list-style-type: none"> • Early intervention for students with negative behaviour points to reduce the escalation of poor behaviour. • Early and sustained parental engagement to address barriers at home and school. • Focused tutor group will provide extra level of pastoral support. Problems can be picked up and addressed/signposted quicker. 	<ul style="list-style-type: none"> • Timetabled meetings with highlighted students and SLT. • PLs acutely aware of behavioural issues – monitored through SIMs behaviour logs; reviewed fortnightly with senior leader. • Attitude to Learning (AtL) scores from staff checked after every data round. • Parent attendance monitored at parent nights. • Registration group monitored by PLs. 	Dave Todd Richard Zabrocki PLs	<ul style="list-style-type: none"> • Students have improvements in behaviour with lower negative points • Attendance of parents is higher at parent nights • AtL scores and behaviour incident logs will evidence impact.

	7. Engagement with external agencies and professionals when needed.				
Review Feb 2020					
Review October 2020	Estimated Impact Lessons to be learned 2020/21:				
Raising aspirations and ambitions of Pupil Premium students	<ol style="list-style-type: none"> 1. Additional PP meetings with careers advisor in Yr11, with additional support where needed. 2. Careers fairs in school. 3. Monitor and track destination data by key groups, including PP students. 4. Every student met by curriculum advisors for Year 10 and Year 12 options. 5. Greater engagement with feeder schools in the Hexham Partnership. 	<ul style="list-style-type: none"> • Year 11 are guided onto the best post 16 options for them individually and no PP students are NEET on leaving QEHS. • Students are given tailored guidance that suits their academic ability and personal preferences. 	<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. 	Katie Innes Richard Zabrocki	<ul style="list-style-type: none"> • Students will have higher aspirations and will engage in school interventions as they have a destination in mind • NEET figures will be monitored.
Review Feb 2020	1.				
Review October 2020	Estimated Impact Lessons to be learned 2020/21:				

Ensure transition is smooth for Pupil Premium students	<ol style="list-style-type: none"> 1. Selected Year 8 PP students to work with mentors on transition days. 2. All PP information from middle schools shared with all staff; meetings held with senior leader and PL. 3. Early intervention for attendance and known behaviour/attitude issues 4. Outward bound visit for Year 9. 5. Where necessary, early meetings with SLT to overcome barriers. 6. Greater engagement with feeder schools in the Hexham Partnership. 	<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. 	<ul style="list-style-type: none"> • Liaison with middle schools to gain information • Meetings with students timetabled and planned. • Year 9 data rounds scrutinised by SLT. • Fortnightly meetings between senior leader and PLs. • Year 9 attendance data monitored closely; fortnightly meetings with attendance officer and senior leader. 	Richard Zabrocki PLs	<ul style="list-style-type: none"> • Students to be quickly integrated into the school with recorded behaviour incidents low and positive attitude recorded in reports. • All students having the correct tools to access learning
Review Feb 2020	1.				
Review October 2020	Estimated Impact Lessons to be learned 2020/21				
					Total Budget Cost £12,630