

## Queen Elizabeth High School Pupil Premium Self-Evaluation and Strategy Autumn 2020

Summary Information		
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 cost allocation	£133,357
	Total allocation 2019/20	£128,109
2020-21	Number of students on roll	1317
	Number of students eligible for Pupil Premium	132
	Pupil Premium allocation	£95,859
	Pupil Premium Plus (for looked After Children)	£6,580
	Total	£102,439
	Date of most recent Pupil Premium review	October 2020
	Date for the next internal review of this strategy	February 2021

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

Review of Pupil Premium Expenditure 2019-20					
Desired Outcomes		Actions	Estimated Impact	Lessons Learned for 2020-21	Cost
<p><b>Strengthen the quality of teaching and learning</b></p>	<p>Progress 8 score for Pupil Premium (PP) students to be in line with other pupils nationally.</p>	<ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>3. Senior Leadership Team (SLT) to meet with those PP students (and their parents) who are underachieving.</li> <li>4. Senior leader to highlight foci for 'marginal gains' in this cohort through staff briefings/communication and training.</li> <li>5. Focused use of Learning Support Assistants (LSAs), supported by professional development in September 2019.</li> </ol>	<ul style="list-style-type: none"> <li>• 2020 Progress 8 (P8) score for PP -0.12 compared to -1.42 in 2019</li> <li>• The impact of Covid-19 meant that the academic year was significantly impacted and actions could not be fully realised.</li> <li>• Regular SLT meetings and School Improvement Partner (SiP) conversations with CLs did focus attention on this cohort.</li> <li>• Planning documents helped us build a picture of underperforming students but the format became unwieldy.</li> <li>• School closure meant that we were unable to respond to Spring data and put interventions in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Department PP plans need to be reviewed with SLT updated every year.</li> <li>• There is a need for the creation of individual strategies documents for key students in the GCSE cohort.</li> <li>• 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.</li> <li>• Staff training needed to improve knowledge of Adverse Childhood Experiences as well as working practices with LSAs.</li> <li>• 'Lower' and 'middle' ability boys are the key underachievers and need to be the focus for 2020/21.</li> <li>• Whilst smaller than in previous years, there is a small group of students not attending school (and therefore beyond our 'reach') who have a significant impact on PP results; there</li> </ul>	<p>£97,997</p>

			<ul style="list-style-type: none"> <li>Deployment of LSAs has moved away from the 'velcro' format and they are supporting more DP students in the classroom; teachers are more confident to direct them to do so.</li> </ul>	<p>needs to be continued focus on the progress of students in alternative education; e.g. completion of timely assessments in line with school calendar.</p> <ul style="list-style-type: none"> <li>CAG data would suggest that PP students struggle with formal exams; we need to target support around revision and exam preparation.</li> </ul>
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ol style="list-style-type: none"> <li>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</li> <li>Additional staffing to support Year 11 classes with larger PP cohorts.</li> <li>Literacy groups established in Year 9 – Accelerated Reader used with Year 9.</li> <li>Early identification of underachieving PP students from baseline Year 9 data and attitude/behaviour concern logs.</li> <li>Focused use of LSAs in English and Maths lessons to support lower and middle ability PP students.</li> </ol>	<ul style="list-style-type: none"> <li>2020 Maths P8 score for PP -0.05 compared to -1.01 in 2019</li> <li>2020 English Language P8 score for PP -0.08 compared to -1.48 in 2019</li> <li>2020 English Literature P8 score for PP +0.06 compared to -1.63 in 2019</li> <li>Additional staff were deployed effectively to target key students; this worked well and is informing plans for 2020/21</li> <li>We will use Year 10 data from the Autumn term to monitor impact of the Year 9 literacy group.</li> </ul>	<ul style="list-style-type: none"> <li>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. This should be subsequently discussed and reviewed with SLT during monitoring and appraisal.</li> <li>Staff whose teaching hours are below capacity should be deployed to deliver small intervention group work for English, Maths and Science.</li> <li>The progress of PP students in English and Maths should remain a key focus for 2020/21.</li> <li>It is important to identify key students in each year-group early for intervention.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Deployment of LSAs has moved away from the 'velcro' format and they are supporting more DP students in the classroom; teachers are more confident to direct them to do so.</li> <li>• The impact of Covid-19 meant that the academic year was significantly impacted and actions could not be fully realised.</li> </ul>	
	<p>Focused monitoring across the school with a Pupil Premium focus</p>	<ol style="list-style-type: none"> <li>1. Marking policy re-shared with all teaching staff with a focus on PP.</li> <li>2. SLT and CL work scrutiny will focus on PP students' books</li> <li>3. Leader of 'Teaching for Learning' to have focus on PP.</li> <li>4. School Improvement Partner work scrutiny will focus on PP books</li> <li>5. CLs create department PP plans; departments share good practice within meetings.</li> <li>6. An action plan for every underperforming PP student in every subject to be created, reviewed and monitored.</li> </ol>	<ul style="list-style-type: none"> <li>• Pupil Premium has become the focus for SLT department reviews and there is a clear direction from senior and middle leaders.</li> <li>• Strategies and documents have been developed so that SLT overview of PP intervention is improved with a focus on accountability at</li> </ul>	<ul style="list-style-type: none"> <li>• 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 individual planning documents which have been populated by all teaching staff.</li> <li>• More focus needed on PP achievement within departments.</li> <li>• Addressing quality in PP students' books and gaps in their learning needs to be a priority.</li> </ul>

		SLT observations with a focus on PP students' books and progress.	<p>the various levels of leadership and teaching.</p> <ul style="list-style-type: none"> <li>• School closure meant that the PP action plans could not be reviewed and developed over the year.</li> <li>• Regular SLT meetings and SiP conversations with CLs did focus attention on this cohort.</li> </ul>		
<b>Targeted support for Pupil Premium students</b>	Improve attendance and punctuality of Pupil Premium students	<ol style="list-style-type: none"> <li>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.</li> <li>2. Following procedure for communication with parents</li> <li>3. Fortnightly meetings between Attendance Officer and senior leader to focus on PP poor attendance.</li> </ol>	<ul style="list-style-type: none"> <li>• DP attendance in 2019/20 was 89.1% compared to 88.4% in 2018/19</li> <li>• Closer working between SLT, Attendance Officer and EWO is proving effective.</li> <li>• Tighter monitoring of EOTAS and alternative education engagement is effective; pushing for</li> </ul>	<ul style="list-style-type: none"> <li>• Close attendance monitoring still needs to be a focus.</li> <li>• Intervention should continue to focus on reducing the number of students in alternative education and EOTAS.</li> </ul>	£14,920

		<ol style="list-style-type: none"> <li>4. Ensure that work is caught up with persistent absentees by highlighting students to CLs and teachers.</li> <li>5. Close monitoring or Education Other than at School (EOTAS) tuition, ensuring continuation of provision is backed up by medical evidence.</li> </ol>	<p>medical evidence and input with meetings, etc.</p>		
	<p>Increased targeted provision for PP students for all subjects outside of lessons.</p>	<ol style="list-style-type: none"> <li>1. Targeted lunchtime 'catch-up' sessions with subject staff and 6<sup>th</sup> form 'academic mentors' across the curriculum.</li> <li>2. Afterschool revision/support sessions for all subjects.</li> <li>3. Targeted Easter school for GCSE students.</li> <li>4. Strategies for revision shared with all pupils in form time</li> <li>5. Achievement mentoring cohort established for PP students where progress measures are a concern.</li> <li>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.</li> <li>7. Termly staff briefing regarding whole school PP attainment</li> </ol>	<ul style="list-style-type: none"> <li>• The impact of Covid-19 meant that the academic year was significantly impacted and actions could not be fully realised, including 6<sup>th</sup> form academic mentors.</li> <li>• Vulnerable PP students were encouraged to attend school during closure.</li> <li>• A week of summer 'catch-up' for English and Maths was set up and targeted at Year 11 PP students.</li> <li>• Achievement mentoring took place for Year 11 students; due to the large number and different staff this was</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and CLs should be tasked with prioritising PP students when it comes to intervention; this should be part of department planning time and feed into SLT monitoring/appraisal process.</li> <li>• Changes to the school day in 2020/21 mean that lunchtime sessions cannot run; emphasis needs to be on after-school support and timetabled intervention.</li> <li>• Revision strategy and online resources need to be highlighted to parents/carers in an accessible way (e.g. short videos on the school website)</li> <li>• Mentoring needs to be focused on a smaller group and should involve the expertise of the curriculum team.</li> </ul>	

		<p>and progress produced and circulated.</p> <p>8. All PP students to be provided with the relevant revision guides, equipment, etc.</p>	<p>inconsistent in its effectiveness.</p> <ul style="list-style-type: none"> <li>• CL's planning for PP students has become part of appraisal discussions and SLT observation process.</li> <li>• Provision of revision guides and equipment is working well.</li> </ul>	<ul style="list-style-type: none"> <li>• One department planning meeting each half term should have a PP focus.</li> </ul>	
<p><b>Develop other approaches to raise the attainment and progress of Pupil Premium students</b></p>	<p>Improved behaviour and engagement with school.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. 1 to 1 and small group support from Pastoral Mentors.</li> <li>4. PLs' early intervention with students who are escalated through the behaviour system.</li> <li>5. All PP parents/carers personally invited in for parent evenings to increase engagement.</li> </ol>	<ul style="list-style-type: none"> <li>• Meetings with PLs took place half-termly and allowed the sharing of concerns and the development of strategies to support PP students where there were concerns.</li> <li>• See note about Achievement mentoring above.</li> <li>• Pastoral mentoring continues to be an effective support mechanism for PP students.</li> <li>• Due to school closure, not all parents' evenings were able to take place.</li> <li>• Year 10 small DP tutor group was not</li> </ul>	<ul style="list-style-type: none"> <li>• Senior leader to continue to meet PLs once a half term, as well as Attendance Officer to look at PP students and vulnerable cohort; targeting intervention and parental communication.</li> <li>• New tracking system needed to monitor intervention from mentors and external professionals.</li> <li>• Need to make effective, coordinated use of extra counselling provision as well as links to NCC's services (e.g. Hub referrals and Inclusive Education Services)</li> <li>• Rather than small Y.10 tutor group, have small group work on resilience.</li> <li>• We should look to develop pupil 'learning profiles' for PP students in Year 9 and 10 to</li> </ul>	<p>£20,440</p>

		<p>6. Targeted tutor groups in Year 9 and 10: predominantly focused on PP students.</p> <p>7. Engagement with external agencies and professionals when needed.</p>	<p>successful due to a lack of engagement from students.</p> <ul style="list-style-type: none"> <li>• Exclusions for PP students similar for the time period school was open compared to previous year.</li> </ul>	<p>develop teachers' knowledge of these students and help foster relationships.</p> <ul style="list-style-type: none"> <li>• New Associate Assistant Headteacher overseeing personal development (including tutor resources and student voice); this should engage with the needs and views of PP students.</li> </ul>	
	<p>Raising aspirations and ambitions of Pupil Premium students</p>	<p>1. Additional PP meetings with careers advisor in Yr11, with additional support where needed.</p> <p>2. Careers fairs in school.</p> <p>3. Monitor and track destination data by key groups, including PP students.</p> <p>4. Every student met by curriculum advisors for Year 10 and Year 12 options. Greater engagement with feeder schools in the Hexham Partnership.</p>	<ul style="list-style-type: none"> <li>• All students met by NCC advisor and school advisor if needed. Support in place from beginning of Year 11</li> <li>• No careers fair was undertaken in school.</li> <li>• Positive destinations for most PP students.</li> <li>• Every student was met by a member of the Curriculum Team, either a curriculum advisor or SLT member. All students given impartial advice regarding next steps at Year 11 and option choices at Year 9. Students are always inspired to aim high</li> </ul>	<ul style="list-style-type: none"> <li>• We are now asking for Year 11 intended destinations data much earlier this year. This will allow early identification of potential NEETs and therefore targeted intervention.</li> <li>• Planning underway to develop the apprenticeship pathway.</li> <li>• Continuation of this process with early selection of students who need support crucial.</li> <li>• Attendance at the regional careers fair will be planned for all students who need it with positive skew for DP students.</li> <li>• Continuation of this process with targeted support for any students expected to be NEET.</li> </ul>	



			<p>with the processes here.</p> <ul style="list-style-type: none"> <li>We believe 4 PP students from Year 11 are now not in education or employment.</li> </ul>	
	<p>Ensure transition is smooth for Pupil Premium students</p>	<ol style="list-style-type: none"> <li>Selected Year 8 PP students to work with mentors on transition days.</li> <li>All PP information from middle schools shared with all staff; meetings held with senior leader and PL.</li> <li>Early intervention for attendance and known behaviour/attitude issues</li> <li>Outward bound visit for Year 9.</li> <li>Where necessary, early meetings with SLT to overcome barriers.</li> </ol> <p>Greater engagement with feeder schools in the Hexham Partnership.</p>	<ul style="list-style-type: none"> <li>School closure meant that transition activities could not take place as planned. SLT and Pastoral Leader worked closely with Middle schools to build up a good knowledge of PP and vulnerable students and meet with parents ahead of new school year.</li> </ul>	<ul style="list-style-type: none"> <li>Resources that have supported transition of vulnerable students should be extended to PP students.</li> <li>PP student learning profiles should start to be created with input from middle schools.</li> </ul>

Planned Expenditure 2020-2021					
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.
<b>Progress 8 score for Pupil Premium students to be in line with other pupils nationally</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Dedicated department CPD sessions every half-term, with a focus on DP cohort; directed by senior leader.</li> <li>3. Development of learning profiles for underperforming DP students in Year 9 and 10.</li> <li>4. 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.</li> <li>5. PLs and Senior Leadership Team (SLT) to meet with those PP students (and their parents) who are underachieving and/or where</li> </ol>	<ul style="list-style-type: none"> <li>• Having a lead focus will enable all key staff to be informed about Pupil Premium students.</li> <li>• Students will benefit from increased knowledge/planning around their needs.</li> <li>• Shared knowledge and strategies will improve provision in the classroom.</li> <li>• Senior leaders and CLs will have responsibility for closing the gap between the progress of PP and non-PP students.</li> <li>• Addressing barriers to learning and sharing strategies with parents</li> </ul>	<p>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>	<p>Richard Zabrocki, Judith Minto, Ruth Platts</p>	<ul style="list-style-type: none"> <li>• This will be a focus throughout the year but monitored alongside data rounds</li> <li>• Regular meetings set up to monitor subject areas and response to data</li> <li>• This will be a regular agenda item in SLT meetings moving forwards.</li> <li>• SLT learning walks and book scrutiny will highlight department progress and concerns.</li> </ul>

	<p>Attitude to Learning (AtL) is a concern.</p> <p>6. Senior leader to highlight foci for 'marginal gains' in this cohort through half-termly emails and ongoing training.</p> <p>7. Focused use of Learning Support Assistants (LSAs), supported by professional development in September 2020.</p> <p>8. Focused mentoring from curriculum team to support underperforming Y.11 PP students.</p>	<p>should improve 'wrap-around' support.</p> <ul style="list-style-type: none"> <li>Targeting the attention of teaching staff will improve P8 figures.</li> <li>Extra adult support in the classroom will help reiterate objectives and focus the learning.</li> <li>To support students in prioritising workload and action planning.</li> </ul>			
<b>Review Feb 2021</b>					
<b>Review October 2021</b>	<b>Estimated Impact Lessons Learned for 2021/22</b>				
Progress in maths and English for disadvantaged pupils in line with national average for other pupils	<ol style="list-style-type: none"> <li>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</li> <li>Additional staffing to support Year 11 classes with larger PP cohorts.</li> <li>Literacy groups established in Year 9 – Accelerated Reader used with Year 9.</li> <li>Early identification of underachieving PP students from baseline Year 9 data and attitude/behaviour concern logs.</li> </ol>	<ul style="list-style-type: none"> <li>Having a focus for these key departments will lead to the sharing of good practice throughout the school.</li> <li>Regular meetings between key staff will ensure progress is being focussed on.</li> <li>Extra literacy sessions for designated students will improve their ability to access resources and</li> </ul>	<ul style="list-style-type: none"> <li>Regular review of student progress through the data round cycle</li> <li>Tracking of key underperforming students and intervention available to ensure that PP students are achieving in line with or exceeding expectations.</li> </ul>	Richard Zaborcki, Ruth Platts, CLs	<ul style="list-style-type: none"> <li>This will be a focus throughout the year but monitored alongside data rounds</li> <li>Regular meetings set up to monitor subject areas and response to data</li> </ul>

	5. Focused use of LSAs in English and Maths lessons to support lower and middle ability PP students.	assessments across the curriculum.			
<b>Review Feb 2021</b>					
<b>Review October 2021</b>	<b>Estimated Impact Lessons to be learned 2021/22</b>				
Focused monitoring across the school with a Pupil Premium focus	<ol style="list-style-type: none"> <li>1. Marking policy re-shared with all teaching staff with a focus on PP.</li> <li>2. SLT and CL work scrutiny will focus on PP students' books</li> <li>3. Leader of 'Teaching for Learning' to have focus on PP.</li> <li>4. School Improvement Partner work scrutiny will focus on PP books</li> <li>5. CLs create department PP plans; departments share good practice within meetings.</li> <li>6. An action plan for underperforming PP students in every subject to be created, reviewed and monitored.</li> <li>7. SLT observations with a focus on PP students' books and progress.</li> <li>8. Development of an expectations document for teachers and leaders.</li> </ol>	<ul style="list-style-type: none"> <li>• Marking system and planning for marking has been improved to focus on feedback designed to support individual student progress</li> <li>• PP students will be set post-feedback actions which will ensure they correct misconceptions and are challenged to progress further</li> </ul>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Work scrutiny</li> <li>• Staff feedback</li> <li>• CL meetings</li> <li>• New posters for all classrooms and learning areas.</li> </ul>	Judith Minto	<ul style="list-style-type: none"> <li>• Students work and response from marking will be enhanced.</li> <li>• Department reviews will show greater consistency across PP and non-PP students' work and outcomes.</li> </ul>
<b>Review Feb 2021</b>					
<b>Review October 2021</b>	<b>Estimated Impact Lessons to be learned 2021/22</b>				
				<b>Total Budget Cost</b>	£113,140

**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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Following procedure for communication with parents</li> <li>3. Fortnightly meetings between Attendance Officer and senior leader to focus on PP poor attendance.</li> <li>4. Ensure that work is caught up with persistent absentees by highlighting students to CLs and teachers.</li> <li>5. Close monitoring or Education Other than at School (EOTAS) tuition, ensuring continuation of provision is backed up by medical evidence.</li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The key to academic success is good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly checks on attendance with attendance officer and senior leader.</li> <li>• Regular monitoring meetings with key pastoral staff.</li> <li>• PP students' books will be monitored by CLS in SLT reviews.</li> </ul>	Helena Swarbrook, Dave Todd, Richard Zabrocki	<ul style="list-style-type: none"> <li>• Impact will be shown through attendance figures at the end of every half term</li> <li>• Increased attendance and Persistent Absenteeism reduced.</li> </ul>
<b>Review Feb 2021</b>	1.				
<b>Review</b>	<b>Estimated Impact</b>				

October 2021	Lessons to be Learned 2021/22:				
<p>Increased targeted provision for PP students for all subjects outside of lessons.</p>	<ol style="list-style-type: none"> <li>1. Afterschool revision/support sessions for all subjects.</li> <li>2. Summer sessions in August 2020 for new Year 11; focus on maths and English.</li> <li>3. Targeted Easter school for GCSE students.</li> <li>4. Strategies for revision shared with all pupils in form time</li> <li>5. Achievement mentoring cohort established for PP students where progress measures are a concern.</li> <li>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.</li> <li>7. Termly staff briefing regarding whole school PP attainment and progress produced and circulated.</li> <li>8. All PP students to be provided with the relevant revision guides, equipment, etc.</li> <li>9. Creation of short videos to support parents/carers understand revision resources (e.g. GCSE Pod)</li> </ol>	<ul style="list-style-type: none"> <li>• As provision is targeted from teacher and assessment data, students that are underachieving have a wide variety of support to help them succeed.</li> <li>• Some students have poor behaviour or attitude; CLs, teaching staff and 6<sup>th</sup> form mentors will be a positive influence</li> </ul>	<ul style="list-style-type: none"> <li>• Timings for intervention are nominated by CLs to ensure staff support.</li> <li>• Support for mocks and exams is timely to ensure maximum impact.</li> <li>• Some interventions are compulsory with support from parents and pastoral staff.</li> <li>• Careful selection of students from most up-to-date data.</li> <li>• We will gather information on students who have transport issues to assess whether arrangements can be made.</li> </ul>	<p>Richard Zabrocki, CLs</p>	<ul style="list-style-type: none"> <li>• Impact will be shown through data rounds and exam results.</li> <li>• Impact will be measured by student attendance and attitude at events.</li> </ul>
<p><b>Review</b></p>	<ol style="list-style-type: none"> <li>1.</li> </ol>				

<b>Feb 2021</b>	
<b>Review October 2021</b>	<b>Estimated impact Lessons to be learned 2021/22:</b>
<b>Total Budget Cost</b> £3,050	

<b>Objective: Develop other approaches to raise the attainment and progress of Pupil Premium students</b>					
<b>Desired Outcome</b>	<b>Actions</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>How impact will be assessed.</b>
Improved behaviour and engagement with school.	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. 1 to 1 and small group support from Pastoral Mentors.</li> <li>4. PLs' early intervention with students who are escalated through the behaviour system.</li> <li>5. All PP parents/carers personally invited in for</li> </ol>	<ul style="list-style-type: none"> <li>• Early intervention for students with negative behaviour points to reduce the escalation of poor behaviour.</li> <li>• Early and sustained parental engagement to address barriers at home and school.</li> <li>• Focused tutor group will provide extra level of pastoral support. Problems can be picked up and addressed/signposted quicker.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled meetings with highlighted students and SLT.</li> <li>• PLs acutely aware of behavioural issues – monitored through SIMs behaviour logs; reviewed fortnightly with senior leader.</li> <li>• Attitude to Learning (AtL) scores from staff checked after every data round.</li> <li>• Parent attendance monitored at parent nights.</li> <li>• Registration group monitored by PLs.</li> </ul>	Dave Todd Richard Zabrocki PLs	<ul style="list-style-type: none"> <li>• Students have improvements in behaviour with lower negative points</li> <li>• Attendance of parents is higher at parent nights</li> <li>• AtL scores and behaviour incident logs will evidence impact.</li> </ul>

	<p>parent evenings to increase engagement.</p> <p>6. Targeted tutor groups in Year 9 and 10: predominantly focused on PP students.</p> <p>7. Use of Emotional Literacy trained LSAs to support those PP vulnerable students with low resilience.</p> <p>8. Engagement with external agencies and professionals when needed.</p>				
<b>Review Feb 2021</b>					
<b>Review October 2021</b>	<b>Estimated Impact Lessons to be learned 2021/22:</b>				
Raising aspirations and ambitions of Pupil Premium students	<ol style="list-style-type: none"> <li>1. Additional PP meetings with careers advisor in Yr11, with additional support where needed.</li> <li>2. Careers events; most likely virtual for this year.</li> <li>3. Monitor and track destination data by key groups, including PP students.</li> <li>4. Every student met by curriculum advisors for Year 10 and Year 12 options.</li> </ol>	<ul style="list-style-type: none"> <li>• Year 11 are guided onto the best post 16 options for them individually and no PP students are NEET on leaving QEHS.</li> <li>• Students are given tailored guidance that suits their academic ability and personal preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are on the right courses for their ability in Year 10 with a full curriculum</li> <li>• No school leavers are NEET.</li> </ul>	Katie Innes Richard Zabrocki	<ul style="list-style-type: none"> <li>• Students will have higher aspirations and will engage in school interventions as they have a destination in mind</li> <li>• NEET figures will be monitored.</li> </ul>



	5. Greater engagement with feeder schools in the Hexham Partnership, including working with HMS to develop a KS3 PP initiative linked to the SNE SHINE funding application				
<b>Review Feb 2021</b>	1.				
<b>Review October 2021</b>	<b>Estimated Impact Lessons to be learned 2021/22:</b>				
Ensure transition is smooth for Pupil Premium students	<ol style="list-style-type: none"> <li>1. Selected Year 8 PP students to work with mentors on transition days.</li> <li>2. All PP information from middle schools shared with all staff; meetings held with senior leader and PL.</li> <li>3. Early intervention for attendance and known behaviour/attitude issues</li> <li>4. Outward bound visit for focused Year 9 PP and vulnerable group.</li> <li>5. Where necessary, early meetings with SLT to overcome barriers.</li> <li>6. Greater engagement with feeder schools in the Hexham Partnership.</li> </ol>	<ul style="list-style-type: none"> <li>• Settling into school quickly will enhance pupil engagement and encourage a positive attitude to learning.</li> <li>• Early identification of barriers to learning will allow us as a school to enhance learning sooner.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with middle schools to gain information</li> <li>• Meetings with students timetabled and planned.</li> <li>• Year 9 data rounds scrutinised by SLT.</li> <li>• Fortnightly meetings between senior leader and PLs.</li> <li>• Year 9 attendance data monitored closely; fortnightly meetings with attendance officer and senior leader.</li> </ul>	Richard Zabrocki PLs	<ul style="list-style-type: none"> <li>• Students to be quickly integrated into the school with recorded behaviour incidents low and positive attitude recorded in reports.</li> <li>• All students having the correct tools to access learning</li> </ul>
<b>Review</b>	1.				

<b>Feb 2021</b>	
<b>Review October 2021</b>	<b>Estimated Impact Lessons to be learned 2021/22</b>
	<b>Total Budget Cost</b> £14,130