

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen Elizabeth High School
Number of pupils in school	1340
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Graeme Atkins (Executive Head)
Pupil premium lead	Neil Seaton (Head of School)
Governor / Trustee lead	Kate Chaplin

Funding overview

* In addition, we have £54,934 of funding from Covid Catch-up funding from last year which is rolled forward and included in the spending plans.

Detail	Amount
Pupil premium funding allocation this academic year	£ 115,000
Recovery premium funding allocation this academic year	£ 15,805*
Pupil premium funding carried forward from previous	£ 0

years (enter £0 if not applicable)	
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	£130,805

Part A: Pupil premium strategy plan

Statement of intent

We believe in equity and excellence for all. Queen Elizabeth High School has the highest expectations and ambitions for all our students. We know that success in school can change the opportunities for students who experience disadvantage in their lifetime. We are aspirational for students, recognising the barriers that many face and enabling them to overcome these barriers through effective teaching and providing emotional and social support, when required.

What are we aiming to achieve?

Raise the attainment of DP students and narrow the attainment gap between DPs and their non-disadvantaged peers.

Ensure that all DP students progress to positive post 16 destinations.

Close the attendance gap between DP students and their non-disadvantaged peers.

Ensure that DP students actively participate in the co-curricular life of the school by providing enriching experiences that raise cultural capital.

How will this be achieved?

Delivering high-quality teaching where the 10 Elements of Great Teaching are consistently demonstrated by all teachers.

Providing regular, focused CPD that supports all staff to deliver high-quality learning and teaching.

Providing a programme of targeted intervention for DP students that supports, consolidates, and secures learning.

Making co-curricular activities more accessible to DP students by putting in place mechanisms that enable students to overcome barriers to participation.

Develop a system (and culture) that rewards wider achievement, recognises positive attitudes to learning and values success beyond academic achievement.

Prioritising and routinely tracking and monitoring the progress of DP students at a senior leadership level.

What are the key principles of your strategy plan?

An understanding that disadvantage takes many forms and that PP students are not a homogenous group with the same lived experiences.

Students can thrive and be successful through good quality teaching, positive relationships and high expectations.

Targeted intervention needs to be based on evidence and the impact on students' progress

should be regularly evaluated.

Attendance is a key requirement of improving the progress of students; quality first teaching can only have an impact if students are in lessons and engaged in learning.

Barriers to learning can be overcome with the right intervention and support.

Supporting students to overcome the barriers to learning created through disadvantage is everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	Over the last 4 years attendance among disadvantaged pupils is lower than their non-disadvantaged peers.
2	Our observations through Quality of Education reviews indicate that a lack of metacognitive/self-regulation are issues for our disadvantaged students.
3	The overall progress scores of disadvantaged students are lower than their non-disadvantaged peers and our disadvantaged students are less likely to remain in school for sixth form.
5	Fewer of our disadvantaged students engage in drop-in sessions for academic support compared to their non-disadvantaged peers.
6	Our data reveals that disadvantaged students are less likely than their non-disadvantaged peers to participate in extra-curricular activities.
7	The parents/carers of our PP students are less likely to voluntarily engage with school to raise a concern or attend information evenings and school events.
8	A disproportionate number of our PP students experience social and emotional difficulties that manifest in behavioural issues that disrupt their learning.

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
Improve attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on the EBacc subjects.	Progress target of greater than 0. Attainment greater than 45. 9-4 of greater than 60% for English and Maths. 9-5 of greater than 50% in English and Maths. 4% for EBacc.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	<p>Students will speak with confidence about how they learn, what they know and how they can improve.</p> <p>We will be able to evidence this in our Quality of Education review process.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Year on year we aim to close the gap between disadvantaged and non-disadvantaged students' non-attendance.</p> <p>The number of persistent non-attenders will also drop year on year.</p>
To improve and sustain the level of attendance at academic support sessions by disadvantaged students.	Disadvantaged students will access the additional support available at lunchtime and after school in similar proportions to their non disadvantaged peers.
To increase levels of student participation in extra-curricular activities.	Increase in the numbers of PP students attending lunchtime clubs and participating in sporting or musical activities.
To improve and sustain parental engagement with the families of our disadvantaged students.	Evidence that the parents/carers of our disadvantaged students have more contact and communication with school that is supportive and helps support the learning of their children.
To ensure that all disadvantaged students behave positively, engage well in lessons and learning is not disrupted.	A reduction in the number of stage 4s and exclusions for our disadvantaged students.

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: £ 46,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To lead whole school CPD on the elements of great teaching.</p> <p>This will focus on developing metacognitive and self-regulation skills in students.</p>	<p>Great teaching is the most important lever schools have to improve the outcomes of their pupils.</p> <p>Focussing on metacognition and self-regulation you make 7 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	2 3 4
<p>Conduct three 'deep dives' that focus on the experience of DP and SEN students.</p> <p>Use the data gathered through the process of Quality of Ed to provide targeted support for curriculum leaders to develop curriculum plans and embed the elements of great teaching.</p>	<p>The Quality of Education process enables us to gain insight into the experience of DP students and SEN. This allows us to determine whether students are experiencing quality first teaching consistently.</p> <p>Through this evaluation of progress, we can then target professional learning through coaching to middle leaders to enhance practice.</p> <p>https://samsims.education/2019/02/19/247/</p>	2 3 8
<p>To focus on literacy by improving spelling and grammar in all subjects.</p>	<p>Literacy is key to academic success across the curriculum. By improving literacy, we enable students to be successful in every subject area.</p>	2 3 4

<p>To introduce Reading Plus into y9 literacy classes to ensure coherence with y7&8 in Hexham Middle School.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p> <p>Access to the curriculum and the ability to make progress at KS3&4 requires literacy intervention for some students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p>Purchase and train staff on the use of Provision Map to ensure that teachers have information on individual students, the barriers that they face and strategies that can be used to support learning.</p>	<p>To understand the diversity of the DP cohort and how to respond to individual students, the use of provision map allows us to create DP profiles.</p> <p>We know that when DPs are treated as one homogeneous group by schools that they are less successful in improving outcomes for students (Rowland, 2021, p13). Evidence also suggests that teachers can better support learners when they know the barriers that they face.</p>	<p>1 2 8</p>

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

Budgeted cost: £ 66,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of y11 tutor groups consisting of disadvantaged students.</p> <p>The small groups will be supported by 'super tutors' who will offer daily direction and support with study skills, time management and encourage positive behaviours.</p> <p>The groups will also receive mathematics, science and English intervention during form time.</p>	<p>The evidence indicates that - in small groups of 2-5 students - intervention can work to help students make progress. The selection of students should be based on robust evidence and progress continually monitored.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1 3 5
<p>Purchase revision guides for students in y11 intervention tutor groups. The tutor can then use these for guided support with revision strategies. The consistency of information will also help reduce cognitive load and help enhance metacognitive skills.</p>	<p>Recommendation 6 of the EEF guidance on metacognition and self-regulation is to explicitly teach people how to organise their study and learn independently.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	2 3
<p>Recruit an intervention teacher in mathematics and English.</p> <p>Use data to direct students to intervention sessions that cover gaps in knowledge.</p> <p>Providing one-to-one tuition by sixth formers to support students in a</p>	<p>Intervention in mathematics and English will help support students in their progression to and in KS4. The additional capacity in mathematics and English can be directed to students who are DP and/or have gaps due to Covid absences. The use of intervention teachers can provide small group intervention or one-to-one tutoring.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvanta</p>	2 3 5

<p>variety of subjects.</p> <p>Support UCAS by paying and external consultant, freeing up staff to do intervention.</p>	<p>ged_pupils.pdf</p> <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	
<p>Incentivise drop-in sessions and target DP students to attend. Use sixth form academic mentors to support the sessions. CLs to lead and co-ordinate the drop-ins and target DP students.</p>	<p>Students can make +5 months progress on average through one-to-one or small group tuition. Currently fewer of our DP students than non-DP students attend drop-in sessions that are run by teaching staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2 3 5</p>

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

Budgeted cost: £ 61,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using class charts to create a system of praise and reward that promotes positive behaviours.</p>	<p>Behaviour interventions and praise/reward at classroom level can improve attendance, engagement and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1 8</p>
<p>Review parental communication and engagement from parents/carers of DP students.</p> <p>Establish a way to share helpful information to parents about study skills through texting/social media and information about assessments.</p> <p>Pilot parental contact with the parents/carers of the y11 intervention group following mock data that encourages positive support from parents/carers.</p> <p>Parents' evenings have been moved to an online forum to improve accessibility for parents.</p>	<p>Effective parental engagement can help students make 4months + progress.</p> <p>EEF provides a case study of the positive impact that a texting service had on the progress of students in a secondary school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>7</p>
<p>Recruit additional pastoral support to help with student behaviour, emotional health, and wellbeing.</p>	<p>We know that the impact of the pandemic has led to an increase in social, emotional and health challenges for young people. We recognise this in terms of behavioural issues for disadvantaged students and need to put in place more effective support to manage behavioural issues via student</p>	<p>1 8</p>

<p>Use the capacity created by directing attendance admin to an administrator to allow the attendance officer to do more to work on attendance interventions, particularly with persistent non-attenders.</p>	<p>support.</p> <p>file:///C:/Users/nst/Downloads/strategies-to-support-childrens-wellbeing.pdf</p> <p>Evidence that targeted intervention can improve patterns of attendance particularly for persistent non-attenders.</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</p>	
<p>Run the first phase of skillsbuilder to develop character education and personal development</p> <p>Provide all disadvantaged students with a careers' guidance session, starting with y11 and rolling to other groups.</p> <p>To use global bridge to ensure that we track the ambitions of DP students and pathway each individual to a suitable post-16 destination.</p>	<p>To follow DfE guidance and policy on the best careers provision.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</p>	<p>1 6 8 3</p>

Supporting disadvantaged students to enable access to clubs, activities and trips and visits.	DP students often need help to overcome the financial and social barriers that prevent their participation in the wider life of the school. These opportunities help build cultural capital and inclusion in school. This improvements attendance, engagement and therefore progress.	6
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Total budgeted cost: £ 174,261

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 2020 to 2021 academic year.

Our strategy for our pupil premium students in 2020/21 was disrupted by the lockdown and absences due to Covid and contact tracing. However, during the second lockdown we consistently provided education on-site to between 40-50 vulnerable students until school returned on 8th March. We provided devices to students who could not access learning at home, delivering most lessons live online to students. We ensured that DP students were contacted and followed up any non-engagement in online learning.

Students were assessed in level 2 and 3 qualifications using teacher assessed grades, which makes comparing data meaningless. We know that intervention by subject specialist teachers to small groups of y11 students was more effective than when non-subject specialists were deployed to teach small groups. This informed our decision to recruit subject specialists in English and mathematics to deliver intervention.

We spent time through CPD to ensure that teachers collectively share the strategy for DP progress and to lead it at a classroom and departmental level. The liaison between CLs and SLT to highlight individual students was useful, as was the introduction of a PP champion who brought PP to the fore in departmental meetings.

Activities that are now embedded in practice and have seen positive impact for disadvantaged students.

- The regular meetings between the PP lead and attendance officer to look at DP/SEN attendance.
- Homework club was introduced, and we continue to run this to target DP learners.

Initiatives with low impact and engagement.

- NTP was used for 15 students. It was delivered remotely, and student participation and consistent engagement was low.
- Achievement mentoring by members of SLT was shown to have very limited impact on the students who participated.

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
N/A	

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.