

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 2022 to 2023 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	1291
Proportion (%) of pupil premium eligible pupils	10.9%
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 2023
Statement authorised by	Graeme Atkins (Executive Head)
Pupil premium lead	Neil Seaton (Head of School)
Governor / Trustee lead	Barbara Hignett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,000
Recovery premium funding allocation this academic year	£ 28,152
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£143,152

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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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 Pupil Premium (PP) students and narrow the attainment gap between PP students and their non-disadvantaged peers.

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

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

Ensure that PP 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 PP students that supports, consolidates, and secures learning.

Making co-curricular activities more accessible to PP 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 PP 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 PP students is lower than their non-disadvantaged peers.
2	Our observations through Quality of Education reviews indicate that we need to focus on security of learning for our pupil premium students.
3	The overall progress scores of PP students are lower than their non-disadvantaged peers and our disadvantaged students are less likely to remain in school for sixth form. This gap has widened post-pandemic.
5	Fewer of our PP students engage in drop-in sessions for academic support compared to their non-disadvantaged peers.
6	Our data reveals that PP 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 PP 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. 40% or greater for EBacc.
Improve the ability of all students to know more, remember more and do more across all subjects.	Students will speak with confidence about how they learn, what they know and how they can improve. We will be able to evidence this in our Quality of Education review process.
To achieve and sustain improved attendance for all students, particularly our PP students.	Year on year we aim to close the gap between PP and non-disadvantaged students' non-attendance. The number of persistent non-attenders will also drop year on year.
To improve and sustain the level of attendance at academic support sessions by PP students.	PP 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 PP students.	Evidence that the parents/carers of our PP students have more contact and communication with school that is supportive and helps support the learning of their children.
To ensure that all PP students behave positively, engage well in lessons and learning is not disrupted.	A reduction in the number of stage 4s and exclusions for our PP 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school focus of teaching and learning CPD is on reading and retrieval.</p> <p>This will be supported by the appointment of two bursary holders to support the delivery of training through CPD.</p>	<p>Great teaching is the most important lever schools have to improve the outcomes of their pupils.</p> <p>Retrieval</p> <p>https://journals.sagepub.com/stoken/rbtf/Z10jaVH/60XQM/full</p> <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2014.00286/full</p> <p>Reading</p> <p>https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-secondary-schools/</p> <p>https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</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>Based on the curriculum plans and reviews evaluate the extent of adaptive</p>	<p>The Quality of Education process enables us to gain insight into the experience of PP students and SEN. This allows us to determine whether</p>	2 3 8

<p>teaching in lessons and provide the necessary training and support to teachers that enables consistent adaptive approaches.</p>	<p>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://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p>	
<p>To carry out reading age tests on all Y9 students to identify weak readers and put in place targeted intervention.</p> <p>To test identified students in Y10 and Y11.</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> <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>	2 3 4
<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 PP cohort and how to respond to individual students, the use of provision map allows us to create PP profiles.</p> <p>We know that when PPs 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>	1 2 8

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Run two y11 tutor groups consisting of PP 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>	<p>1 3 5</p>
<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>	<p>2 3</p>
<p>Academic tutors in English and mathematics to be employed to target gaps in reading and basic numeracy. These posts will be supported – by school budget and NTP.</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 PP 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-</p>	<p>2 3 5</p>

<p>The tutor in English will be used to support reading intervention.</p> <p>Use Reading Plus as part of the intervention for week readers.</p>	<p>RR411 Supporting the attainment of disadvantaged 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 PP students to attend. Use sixth form academic mentors to support the sessions. CLs to lead and co-ordinate the drop-ins and target PP students.</p>	<p>Students can make +5 months progress on average through one-to-one or small group tuition. Currently fewer of our PP students than non-PP 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To poverty proof the school day by working with Children North East to establish how we can be more inclusive of children experiencing disadvantage and hardship.</p>	<p>https://children-ne.org.uk/poverty-proofing-the-school-day/</p>	<p>1 8</p>
<p>Review parental communication and engagement from parents/carers of PP 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>Employ a counsellor for one day a week to provide social and emotional support to students.</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</p>	<p>1 8</p>

<p>Provide training to staff on trauma informed practice, and how to support students with differing needs.</p> <p>Target support for boys' mental health through interventions that have evidence-based success with boys.</p> <p>Employ an attendance officer who is operating in the community to target persistent non-attendance, aiming to close the gap between PP and non-PP students.</p>	<p>support to manage behavioural issues via student 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>Provide all PP 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 PP students and pathway each individual to a</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>	1 6 8 3

<p>suitable post-16 destination.</p>		
<p>Supporting PP students to enable access to clubs, activities and trips and visits.</p> <p>Organising activities for PP students that are directed at meeting their needs and redressing disadvantage/disengagement.</p> <p>This includes The Key, DofE and outdoor education interventions.</p>	<p>PP 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 improves attendance, engagement and therefore progress.</p>	<p>6</p>

Total budgeted cost: £155,000 (approx)

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 2021 to 2022 academic year.

Our strategy for our pupil premium students in 2021/22 has been amended and sharpened but the overall intent and strategies remain the same.

Last year using the recovery funding we employed English and maths intervention teachers. The two teachers worked with small groups of PP/SEND students who needed intervention to achieve a level four. In maths the teacher targeted a small intervention group of students at risk of securing a pass despite secure KS2 scores. All the students in the class achieved level 4 or above and the residual for the class was 0.12. Other students benefited from one to one and short spanning intervention for catch up and pre-teaching. The average maths grade was 5+.

In English Literature and Language, the teacher worked with small groups for short periods of intervention work. Overall, students on average improved their progress between July and August and secured a level 4 when they had been identified at risk. Overall, the interventions proved successful for a small number of students at risk.

The issue of non-attendance has impacted on PP student achievement and progress. The school remains intent on raising attendance through its policies and procedures. The use of the attendance officer in the community has been fully embedded this year. We continue to invest in the provision for students with behavioural issues to ensure their attendance in school and lessons. Figures show we are on or above national targets, but our goals remain ambitious for our students.

Students in two of three intervention tutor groups reported higher levels of attendance. Their achievement and progress were more varied. Both groups showed improvement in English and maths between the mocks and the final exams, but this did not always translate into significant progress. This year the tutors have improved the quality of the work they are doing by focussing on study skills, liaising weekly with families, and doing analysis of grades and action plans with the students. We have more effectively engaged parents and started SLT mentoring with PP students earlier.

The investment in staff training through focussed CPD is evident in changes in teaching and learning in the school with a focus from teachers in appraisal targets and in lessons of metacognition, feedback for learning, and self-regulation. Through time allocated to Quality of Education, we were able to analyse the experience of PP students and the impact of quality first teaching on their security of knowledge.

The emerging social and emotional issues that manifested in challenging behaviour, were addressed through a review of our behaviour processes with behaviour workers allocated cases to work with and a restructuring of space to address behaviours through restorative

conversations and action. This refocussing of our approach has helped to ensure that in school intervention to address behaviour is supportive and directive.

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.