

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 2023 to 2024 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	1295
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Graeme Atkins (Executive Head)
Pupil premium lead	Neil Seaton (Head of School)
Governor / Trustee lead	Florence Darling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,460
Recovery premium funding allocation this academic year	£34,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£177,236

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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. Following the pandemic this is worse than previously with attendance lower than pre-pandemic and particularly high for PP students.
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. Post pandemic we have seen a drop in attendance for all students who, unlike previously, are not accessing voluntary additional support.
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 or access directed additional support.
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: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Based on the curriculum plans and reviews evaluate the extent of adaptive teaching in lessons and provide the necessary training and support to teachers that enables consistent adaptive approaches.</p> <p>Train staff to be adaptive and responsive to PP students within their planning.</p> <p>Collectively create a set of expectations for all teachers that ensures consistent support for PP students in lessons based on our Teaching and Learning policy. Our PP pledge.</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 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>	2 3 8
<p>Test all students Y9-11 to assess reading ages but also identify if students require adjustments for exams. This will ensure that PP students with an unidentified additional need are screened in time for Y11 exams.</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/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>	2 3 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
<p>Ensure that teachers have information on individual students, the barriers that they face and strategies that can be used to support learning.</p> <p>HoY and DHoYs to interview all Y9 PP students using middle school information on achievement and attendance to put in place rapid and responsive plans for students at risk of disengagement and non-attendance.</p>	<p>To understand the diversity of the PP cohort and how to respond to individual students.</p> <p>We know that when PP students 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: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Tutor Doctor to provide one to one tuition to identified PP students who would benefit from targeted intervention.	<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>Ensure that PP students are able to access the resources required to fulfil the curriculum. This includes textbooks, calculators, stationery and photocopying costs.</p> <p>Following up with PP parents/carers who do not attend the Y11 information evening</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
Target HLTA to provide reading intervention to weak readers.	Intervention in mathematics and English will help support students in their progression to and in KS4. The additional capacity in mathematics and	2 3 5

<p>Use Reading Plus as part of the intervention for weak readers.</p> <p>Target Y9 students for additional support in mathematics and reading to plug gaps. To prioritise PP students identified from middle school data and baseline testing as at risk and put in place timely and appropriate intervention.</p>	<p>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-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>TAs to run weekly homework club after school for PP students who can be directed there by teachers. HoYs and DHoYs.</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>	2 3 5

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement the recommendations of Children North East in poverty proofing the school.</p> <p>This includes managing the communication of trips/visits and the payment plan so that families can plan for payment or manage payment in instalments.</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>Use Class Charts to communicate regularly with the families of PP students – this will be done by form tutors and Heads of Year.</p> <p>HoyS/DHoYs to organise termly parental meetings with the parents/carers of PP students.</p> <p>Reintroduce in person parents' meetings. Form Tutors to use Class Charts to remind PP parents/carers. Registers to be taken</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>

and parents/carers of PP students (who do not attend) are to receive follow up information.		
<p>Provide training to all staff on trauma informed practice, and how to support students with differing needs.</p> <p>Continue to 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>The attendance officer to target in letters and in person any Y9 PP students who have started high school and are at risk of persistent non-attendance based on middle school transfer information.</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 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>	1 8
Provide all PP students with a careers guidance session, starting with y11 and rolling to other groups.	<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
Supporting PP students to enable access to clubs,	PP students often need help to overcome the financial and social barriers that prevent their participation in the wider life of the school. These	6

<p>activities and trips and visits.</p> <p>Using self-reports and attendance tracking to monitor PP participation in clubs/activities. To intervene by working in partnership with students and parents where a PP student is identified as not participating in other activities in or out of school.</p> <p>Organising activities for PP students that are directed at meeting their needs and redressing disadvantage/disengagement. This includes outdoor activities targeted at PP students.</p> <p>This includes the Key, DofE and outdoor education interventions.</p>	<p>opportunities help build cultural capital and inclusion in school. This improves attendance, engagement and therefore progress.</p>	
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Total budgeted cost: £177,000 (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 2022 to 2023 academic year.

We have focussed on retrieval practice, and it is evident that recall of prior learning, quizzing and retrieval techniques are consistently used in lessons. This has been embedded for the new Y10 and Y11 students. While it's difficult to prove causation we can see a reduction in the gap between DP and non-DP students compared to a year ago. In 2022 at the end of Y10 the cohort had an attainment gap of -20.15 between DP and non-DP. The gap in those achieving 4+ in English/maths was -37.5% . In July 2023 for the new cohort the attainment gap was -11.97 and gap in English/maths at 4+ was 3.7% . The overall PP P8 improved from -1.0 in 2022 to -0.5 in 2023.

In the first six months of being in the literacy group the students made 0.8 progress in reading comprehension and increased their words read per minute by 23 words. This progress can be attributed to the work done by the academic mentor and the use of the Reading Plus programme. The students in the group became more confident in reading aloud and for longer periods of time.

Over half of the students in the super tutor group secured the grades required to transition to sixth form from a starting point whereby they were tracking towards not meeting this benchmark at the end of Y10.

All students in Y11 were directed to one hour a week of intervention during form time. This intervention was determined by the data and students targeted to areas where they would benefit from the additional support. Middle leaders were used to provide intervention and some teachers were redeployed from their registration class to provide intervention. This was designed to plug the gap that we know exists with PP students and their attendance at voluntary drop-ins at lunchtime and after school.

Extra-curricular activity participation – May 2023

Over the course of the year using self-reporting in registration and tracking attendance at clubs we gathered data on participation that showed encouraging trends of DP (PP) participation. We also targeted any PP student who did not participate to communicate with them and their family to identify and help overcome any barrier to involvement.

87% of PP students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school.

Furthermore, PP students benefited from activities directed towards them. A number participated in outdoor education initiatives that included rock climbing, canoeing and

hill walking. A number of Y9 PP students also attended the Newcastle United Futures initiative that promotes careers education for PP children.

With regards to destinations, provisional data for 2022-23 indicates that 58% of Year 11 progressed to sixth form study, 36% went onto other schools and colleges and 5% went onto apprenticeships. 0.5% are being home educated and 0.5% are NEET.

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.