

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	1304
Proportion (%) of pupil premium eligible pupils	12.73%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
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	£173,685.73
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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 extra-curricular life of the school by providing enriching experiences that raise cultural capital.

### How will this be achieved?

Celebrating PP students and acknowledging that teaching PP students represents an opportunity rather than a challenge.

Understanding the barriers faced by individual students and helping them overcome these barriers, while maintaining high expectations.

Through positive relationships and the relational approach to behaviour enabling PP students to recognise the positive behaviours and expectations that equip students for later life.

Delivering high-quality teaching where outstanding, adaptive teaching is 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 extra-curricular activities more accessible to PP students by putting in place mechanisms that enable students to overcome barriers to participation. This will promote a sense of belonging and inclusion for all students in school.

Communicating clearly and effectively with staff about the needs of PP students, any barriers faced and effective ways to support students.

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	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. The reasons are complex, but some students struggle with the transition to high school in establishing relationships and identifying positively with school.
2	Our observations through Quality of Education reviews indicate that we need to focus on security of learning for all students. High quality teaching and learning benefits all students, including disadvantaged learners. Investment in professional learning will improve the experience of all 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 is reducing but students perform less well and make less progress than their non-disadvantaged peers.
4	The school needs to engage well with all parents. We know that parental engagement can improve attendance and achievement for all students, including PP students and others facing challenges.
5	One of the biggest barriers to learning are social, emotional and mental health challenges. If we want PP students to attend well and achieve better outcomes, we need to ensure that we invest in providing effective SEMH support.

## 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.	Progress target of greater than 0. This will only be measurable in 2027. Attainment greater than 45. 9-4 of greater than 60% for English and Maths. 9-5 of greater than 50% in English and Maths.
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 and PP student panels.
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 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 are supported to engage well in lessons demonstrating respect, engagement and aspiration.	To ensure that PP students are demonstrating expected attitudes to learning, receiving regular positive praise and reporting on successful relationships with staff.

## 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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver CPD on adaptive teaching with a focus on adaptive teaching, scaffolding, pre-teaching vocab and metacognitive strategies.</p> <p>Through drop-ins and QoE work with teachers to ensure that adaptations are consistently benefiting PP students.</p> <p>Ensure that staff are adhering to our PP Pledge and supporting PP students to engage in school and progress successfully.</p> <p>Effectively use instructional coaching to help develop staff.</p>	<p>In our Ofsted report the recommendation was to ensure consistent checking for understanding. This mirrored our own self-evaluation and also the PP Pledge we adopted in September 2023.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</a></p>	1, 2 & 3
<p>Test all students Y9 to assess their starting points and identify if students require adjustments for exams. This will ensure that PP students with an unidentified additional need are screened and receive the required adjustments.</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><a href="https://educationendowmentfoundation.org.uk/publications/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://educationendowmentfoundation.org.uk/publications/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a></p> <p>Access to the curriculum and the ability to make progress at KS3&amp;4 requires literacy intervention for some students.</p>	1, 2 & 3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	
Ensure that teachers have information on individual students, the barriers that they face and strategies that can be used to support learning.	<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, 3, 4, & 5
Adopt RADY techniques to ensure that PP students have truly aspirational targets that do not minimise our expectations of what they can achieve. This will involve positively discriminating and being more ambitious for PP students to redress the disadvantage experienced.	<p>The school has joined the RADY programme.</p> <p><a href="https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf">https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</a></p> <p><a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a></p> <p>The evidence is that by raising aspiration and redressing the impact of disadvantage to set higher targets can benefit PP students.</p>	1, 2 & 3

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

Budgeted cost: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Tutor Doctor to provide 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><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2 & 3
Ensure that PP students are able to access the resources required to fulfil the curriculum. This includes textbooks, calculators, stationery and photocopying costs.	<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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	2 & 3
Target 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. In Y10 and Y11 students who require this intervention will be in English/math support classes.	<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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a></p>	2 & 3

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support"><u>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</u></a>	
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.  LSAs to run weekly homework club after school for PP students who can be directed there by teachers. HoYs and DHoYs.	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</u></a>	2 & 3

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Organise three additional transition days for PP students in Y8. The focus of these links to the school ethos (REA) and fosters connectedness to the school and establishing relationships in advance of starting in September.</p>	<p>We researched approaches taken by other schools with a narrower DP gap. The School Improvement Partner offered advice based on experience. We also know that fostering a sense of belonging is part of raising attendance.</p> <p>These days will help build relationships and identification with the high school in advance of starting.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</a></p>	1,2 &3
<p>Incentivising attendance through awards.</p>	<p>The Department for Education and the EEF have clear guidance on how schools can implement a strategy that improves attendance. This involves the use of the Attendance Officer, tracking attendance and incentivising improvements.</p> <p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</a></p>	1
<p>Student voice is a vital component to understanding how to best meet need. The school will engage in regular student panels with PP students that</p>	<p>The EEF implementation framework that underpins our PP strategy is clear that student voice helps you to evaluate impact.</p>	1 & 5

<p>focus on their relationship to school, sense of belonging and barriers to learning.</p> <p>Their input with help shapes how we better support the students.</p>	<p><a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning/recommendation-seven-surveying-current-practice">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning/recommendation-seven-surveying-current-practice</a></p>	
<p>Ensure that trips are inclusive by being timely, using funds (e.g. hardship fund and PTFA bursarial fund) to provide financial support.</p> <p>Trip leaders to check that the trip is inclusive, and PP students have been given the opportunity to sign up.</p>	<p><a href="https://children-ne.org.uk/poverty-proofing-the-school-day/">https://children-ne.org.uk/poverty-proofing-the-school-day/</a></p>	<p>1 &amp; 5</p>
<p>HoYs/DHoYs to organise termly parental meetings with the parents/carers of PP students.</p> <p>Continue to contact PP parents/carers in advance of parents' evenings and information evenings to encourage attendance. Follow up any non-attendance to ensure that any information is shared with PP families.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1 &amp; 4</p>
<p>Provide training to all staff on relational approaches to behaviour including emotion coaching. This will help foster positive relationships and support better attendance at school.</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><a href="file:///C:/Users/nst/Downloads/strategies-to-support-childrens-wellbeing.pdf">file:///C:/Users/nst/Downloads/strategies-to-support-childrens-wellbeing.pdf</a></p>	<p>1, 4 &amp; 5</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><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#attendance-officers</a></p>	
<p>Provide all PP students with a careers guidance session, starting with y11 and rolling to other groups.</p>	<p>To follow DfE guidance and policy on the best careers provision.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</a></p>	2
<p>Provide counselling in schools to provide students with emotional support, use the PP funding to support this provision as any of our PP students requiring this support can access it in school.</p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p>In 2024 the school received the silver level mental health award from Carnegie School of Education in recognition if the way the school has supported students' mental health.</p>	1 & 5

**Total budgeted cost: £ 150,000 (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 2024 to 2025 academic year

#### Progress & Attainment

Intended outcome: Improve attainment among PP students across the curriculum at the end of KS4.

Y11 attainment	2022*	2023*	2024	2025
DP (48 students): % 9-4 - English & Maths	39	42	68	<b>38</b>
Non-DP: % A*-C / 9-4 - English & Maths	84	80	81	<b>76</b>
DP - Attainment 8	36	33	43	<b>36</b>
Non-DP - Attainment 8	56	56	54	<b>54</b>

In the year 2024/25 there was not progress data. The attainment gap was wider between PP and non-PP than in 2023/24 but still smaller than in 2022/23. While the overall A8 for the school was lower than in previous years, PP A8 held more in line with previous years. The general ability profile of the cohort (based on CAT data) was lower on average than in previous years and PP students achieved well from this starting point. The A8 for disadvantaged learners had moved to above national average in 2023/24, returned to average in 2024/25. This was partly due to the entry of 23 in year transfers during Y10 and Y11 – 17 of whom were PP students.

#### Reading

Intended outcome: Improve the ability of all students to know more, remember more and do more across all subjects.

One success has been our reading data with fluency intervention having taken place in Year 9. All students who took part in the fast forward to fluency programme improved their EARS score.

#### Attitudes to learning

Intended outcome: To ensure that all PP students are supported to engage well in lessons demonstrating respect, engagement and aspiration.

Attitudes to learning	2021/22	2022/23	2023/24	2024/25*
Overall	1.5	1.6	1.7	2.7
Disadvantaged	1.8	1.9	1.8	2.9

\*Revised ATL criteria – 3 became average with either exceeding (1&2) or cause for concern (4&5).

## Raising Attendance

Intended outcome: To achieve and sustain improved attendance for all students, particularly our PP students.

We continue to be concerned by the gap in attendance between FSM students and non-FSM students. This year the main school priority has been to raise attendance. This has focussed on incentivisation to drive attendance, using the budget available. Resource and time from the attendance officer, pastoral staff and the AHT Standards and Support have been placed in raising attendance.

FSM data remains a concern for the school as the gap is wider than our ambition. The provisions put in place to promote inclusion of some of our PP students with complex needs, such as our alternative on-site provision, supports better attendance. In 2023/24 we were close to national average for PP attendance, this returned to below in 2024/25.

## 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.*