

Student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students.

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

School overview

Detail	Data
School name	Queen Elizabeth High School
Number of students in school	1304
Proportion (%) of student premium eligible students	12.73%
Academic year/years that our current student premium strategy plan covers (3-year plans are recommended)	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)
Student premium lead	Neil Seaton (Head of School)
Governor / Trustee lead	Florence Darling

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£173,685.73
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A Student Premium strategy plan

Statement of intent

At Queen Elizabeth High School, our ethos of **Respect, Engage, Aspire** shapes every aspect of our work. We believe that all students—regardless of their background—deserve an education that nurtures their potential, builds their confidence, and opens doors to future opportunity.

What are we aiming to achieve?

- **Respect** – We recognise every student as an individual with unique strengths and needs. We commit to understanding their experiences and ensuring they feel valued, safe, and supported.
- **Engage** – We understand that some students experience disadvantages that may affect their engagement with school. We strive to ensure all students fully engage in learning, school life, and positive relationships that strengthen belonging and motivation.
- **Aspire** – We set ambitious expectations for our students and for ourselves. We aim to raise attainment, increase progression to positive post-16 destinations, and equip students with the confidence to pursue their aspirations.

Our overall aim is to **narrow the attainment, attendance, and engagement gaps** between disadvantaged students and their non-disadvantaged peers, ensuring all students thrive academically, socially, and emotionally.

How will this be achieved?

- **Prioritise high-quality, adaptive teaching**, ensuring every teacher understands the individual needs of each student and uses strategies that enable them to know more, remember more, and do more.
- **Build strong relationships**, rooted in respect and emotional understanding, so students feel secure, motivated, and connected to school.
- **Provide targeted intervention**, informed by evidence, to address specific gaps in learning, literacy, and confidence.
- **Ensure participation and inclusion**, removing financial, social, and practical barriers so that students who are eligible for Pupil Premium can fully engage in the curriculum and wider school life.
- **Strengthen communication with families**, recognising the importance of respectful partnership in improving attendance, progress, and wellbeing.

- **Systematically monitor progress**, ensuring the educational experience and outcomes of students who are eligible for Pupil Premium remains a central priority at senior leadership and classroom level.

Key principles guiding our strategy

- Disadvantage is not a fixed identity—**each student's story is unique**, and our response must be person-centred.
- **Excellent teaching and strong relationships** are the foundation of success for all students, particularly those who face disadvantage.
- **Engagement in learning and attendance are inseparable**; students can only thrive when they are present, supported, and ready to learn.
- **Aspirations rise when expectations are high**—we will not allow disadvantage to cap ambition.
- Supporting disadvantaged students is **everyone's responsibility**, aligned with the core values that define our school community.

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 our students, recognising the challenges that many face and are committed to enabling them to overcome barriers to learning through effective teaching and providing targeted support when required.

Challenges

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

Challenge number	Detail of challenge
1	<p>Challenge 1: Attendance patterns</p> <p>Some students find regular attendance at school more difficult. We understand that some students find the transition to high school, building relationships, and feeling connected to a new environment particularly challenging. We recognise that strengthening belonging, routines and relationships can help all students—particularly those experiencing additional disadvantages—feel confident and secure in attending consistently.</p>
2	<p>Challenge 2: Ensuring consistent security of learning</p> <p>Quality of Education reviews show that continued work on securing learning and strengthening adaptive teaching will benefit all learners. By ensuring adaptations are consistently effective, we can support students who are</p>

	eligible for Pupil Premium to access the curriculum confidently and experience success across subjects.
3	<p>Challenge 3: Variability in progress and post-16 progression</p> <p>Progress for students who are eligible for Pupil Premium is improving, but some students may still need additional support to ensure their outcomes and post-16 destinations reflect their potential. Strengthening aspiration, targeted intervention and timely academic support will help ensure students remain on ambitious pathways.</p>
4	<p>Challenge 4: Parental engagement opportunities</p> <p>Some families experience barriers to fully engaging with school, which can affect the communication and support available to students. By strengthening relationships with families and providing accessible, proactive communication, we can create partnerships that support attendance, wellbeing and achievement.</p>
5	<p>Challenge 5: Social, emotional and mental health needs</p> <p>A number of students experience social, emotional or mental health challenges that can influence their readiness to learn. Providing strong relational support, early intervention and access to wellbeing provision helps ensure all students feel respected, safe and ready to engage positively in school life</p>

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.	We aim to ensure that disadvantaged students achieve outcomes that reflect their talent, hard work and potential. By 2027, we expect progress to be above zero, overall attainment to exceed 45, and strong outcomes in English and Maths (9–4 above 60%, 9–5 above 50%). These measures will reflect the ambitious learning journeys our PP students are on.
Improve the ability of all students to know more, remember more and do more across all subjects.	Our PP students will develop increasing confidence in their learning, articulating what they know, how they learn, and what they need to do to improve. This will be seen through Quality of Education reviews and student voice panels, where their growing self-assurance and understanding of learning will be evident.

To achieve and sustain improved attendance for all students, particularly our PP students.	We want all students, including those who are disadvantaged, to feel a strong sense of belonging and connection to school, enabling consistently positive attendance. Over time, we expect the gap between PP and non-PP attendance to narrow, alongside a reduction in persistent and severe non-attendance.
To improve and sustain parental engagement with the families of our PP students.	Families of disadvantaged students will experience strong, proactive and supportive communication from school, enabling them to play an active role in their child's learning. Increased family engagement will help strengthen relationships, attendance and learning progress.
To ensure that all PP students are supported to engage well in lessons demonstrating respect, engagement and aspiration.	Our PP students will be active, motivated participants, showing positive attitudes that reflect the school ethos. They will benefit from strong relationships with staff, receive regular praise, and contribute confidently to the classroom environment and wider life of the school.

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD on adaptive teaching with a focus on adaptive teaching, scaffolding, pre-teaching vocab and metacognitive strategies.	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. https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1	1, 2 & 3

<p>Through drop-ins and QoE work with teachers to ensure that and 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>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>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>1, 2 & 3</p>
<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>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>	<p>1, 2, 3, 4, & 5</p>
<p>Adopt RADY techniques to ensure that PP students have truly aspirational targets that do not minimise our</p>	<p>The school has joined the RADY programme.</p>	<p>1, 2 & 3</p>

<p>expectations of what they can achieve. This will involve positively discriminating and being more ambitious for PP students to redress the disadvantage experienced.</p> <p>Share learning on RADY with partner middle schools so that the approach can be adopted in Y5-7.</p>	<p>https://challengingeducation.co.uk/wp-content/uploads/2022/08/Recorded-RADY-offer-Sept-2022-1.pdf</p> <p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>The evidence is that by raising aspiration and redressing the impact of disadvantage to set higher targets can benefit PP students.</p>	
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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
<p>Use Tutor Doctor to provide tuition to identified PP students who would benefit from targeted intervention.</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>2 & 3</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>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>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/maths support classes.</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-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>2 & 3</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>LSAs 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>	<p>2 & 3</p>

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>1,2 &3</p>
<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>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p>	<p>1</p>
<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 focus on their relationship to school, sense of belonging and barriers to learning.</p> <p>Their input will help shape how we better support the students.</p>	<p>The EEF implementation framework that underpins our PP strategy is clear that student voice helps you to evaluate impact.</p> <p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/linking-learning/recommendation-seven-surveying-current-practice</p>	<p>1 & 5</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>https://children-ne.org.uk/poverty-proofing-the-school-day/</p>	<p>1 & 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>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>1 & 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>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>1, 4 & 5</p>

	<p>Students 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 students that missed 10-15% of all sessions</p> <p>Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students 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>	
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>	2
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>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>In 2024 the school received the silver level mental health award from Carnegie School of Education in recognition of 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

Student premium strategy outcomes

This details the impact that our student premium activity had on students 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	38
Non-DP: % A*-C / 9-4 - English & Maths	84	80	81	76
DP - Attainment 8	36	33	43	36
Non-DP - Attainment 8	56	56	54	54

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 student 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 student premium allocation last academic year?	N/A
What was the impact of that spending on service student premium eligible students?	N/A

Further information (optional)

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