

Pupil premium strategy statement: Queen Elizabeth High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy for the period 2026-2029, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2029
Date this statement was published	30 th September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Sebastian Seneque
Pupil premium lead	Dean Bell
Governor lead	Tammy Rawlings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,472.50
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1,489.02
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118,961.52

Part A: Pupil premium strategy plan

Statement of intent

At Queen Elizabeth High School, we are committed to ensuring that every pupil can thrive, achieve well and participate fully in school life. Our pupils come to us with different experiences, circumstances and starting points, and we recognise that disadvantage does not affect every pupil in the same way. We therefore seek to understand the individual barriers that pupils may face rather than making assumptions based on eligibility for Pupil Premium alone.

Our approach is rooted in our values of **Pride, Ambition, Creativity and Empathy (PACE)** and our commitment to **Support, Believe, Achieve**. We want disadvantaged pupils to experience the same high expectations, ambitious curriculum and opportunities as their peers, while receiving timely and appropriate support where barriers make this more difficult.

High-quality teaching is at the heart of our strategy. We aim to ensure that disadvantaged pupils benefit from consistently strong classroom practice, effective assessment, appropriate adaptation and a curriculum that builds knowledge securely over time. Where pupils have gaps in literacy, subject knowledge or prior learning, these are identified precisely and addressed through teaching and carefully targeted academic support. Support should enable pupils to access an ambitious curriculum with increasing confidence and independence; it should not reduce expectations.

We recognise that strong academic outcomes depend on pupils being present, engaged and ready to learn. Our strategy therefore also addresses barriers associated with attendance, literacy, learning behaviours, wellbeing, aspiration and access to wider opportunities. We work closely with pupils, families and, where appropriate, external professionals to understand these barriers and provide support that responds to individual need.

Our current evidence means that improving the achievement and progress of disadvantaged pupils is a particular priority. We will track pupils carefully, including their progress across individual subjects, and pay close attention to curriculum access, high expectations, attendance and the quality of teaching. We will also ensure that disadvantaged pupils, including higher prior attainers and pupils with SEND, are appropriately challenged and have equitable access to subject choices, careers education, enrichment and leadership opportunities.

Our Pupil Premium strategy is evidence-informed and forms part of the school's wider improvement work. Leaders evaluate both the implementation and the impact of provision using attainment and progress information, attendance, reading and literacy measures, behaviour and engagement information, participation, pupil and family voice, and evidence from the classroom. Pupil Premium spending is reviewed against the barriers it is intended to address so that approaches can be sustained, adapted or stopped according to their impact.

Ultimately, our ambition is that disadvantage should not determine a pupil's experience, aspirations or outcomes. Through strong teaching, precise support, high expectations and effective partnership with families, we aim to ensure that disadvantaged pupils can **Support, Believe and Achieve** alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1	Achievement, progress and subject variation Disadvantaged attainment improved in 2025, but the latest available disadvantaged Progress 8 (2024) was -1.31 and significantly below national disadvantaged. Science and languages/EBacc show persistent weakness and Open outcomes also require attention. Leaders need to show that stronger 2025 attainment is being sustained in current cohorts through pupil-, subject- and teaching-group analysis, with high-quality teaching as the first response
2	Attendance, persistent absence and severe absence

	Attendance reduces pupils' access to teaching and is a significant barrier for disadvantaged pupils. In 2025/26, PP attendance was 83.2% compared with 91% for non-PP pupils; PP persistent absence was 56.3% and severe absence 13.4%. Barriers vary by pupil and may include health, SEND, family, emotional, transport or entrenched absence. Rapid diagnosis, family partnership and regular review are required.
3	Literacy, reading and disciplinary vocabulary A proportion of disadvantaged pupils have gaps in reading fluency, comprehension, vocabulary and subject-specific literacy. These gaps can restrict independent access to increasingly complex texts and examination questions, particularly in subjects where curriculum language is demanding. Support therefore needs to combine strong classroom literacy with precise, diagnostic intervention.
4	Ambition, curriculum access and inclusion School analysis identifies a need to secure consistently high expectations for disadvantaged pupils, including higher prior attainers and pupils who are both disadvantaged and have SEND. The school will review option access, entry and tiering decisions, curriculum depth and adaptations so that support improves access without reducing demand or entitlement.
5	Engagement, self-regulation, belonging and wider opportunity Some disadvantaged pupils need additional support with organisation, self-regulation, confidence, attendance, revision habits and engagement. Practical or financial barriers can also affect participation in enrichment, leadership and careers opportunities. The school will use structured mentoring and wider support selectively, with clear outcome measures, while recognising that mentoring is not a substitute for high-quality teaching or targeted academic 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
Sustain and strengthen disadvantaged achievement across the curriculum.	- The marked 2025 improvement in disadvantaged attainment is sustained or improved in subsequent cohorts. - Current internal assessment, work and moderation show stronger progress over time for disadvantaged pupils, with narrowing subject-level gaps. - Science, MFL/EBacc and weaker Open subjects show measurable improvement for disadvantaged pupils. - Higher prior disadvantaged pupils are on appropriately ambitious trajectories, including grade 7+ where applicable.
Improve disadvantaged attendance and reduce persistent and severe absence.	- Disadvantaged attendance improves from the 2025/26 baseline and the gap with non-disadvantaged pupils narrows. - Persistent and severe absence reduce over time, with the strongest gains among pupils receiving targeted casework. - Attendance plans identify the specific barrier, named owner, intended improvement and review date; support is adapted promptly when it is not working.
Improve literacy and curriculum access.	- Disadvantaged pupils receiving reading/literacy support make measurable gains from their diagnostic starting points. - Quality assurance shows disciplinary vocabulary, comprehension and reading strategies are embedded in subjects where they are most needed. - Pupils demonstrate increased independence in accessing age-appropriate texts, tasks and examination material.
Secure ambitious, inclusive curriculum pathways.	- Option, entry and tiering analysis shows that disadvantaged pupils have equitable access to ambitious and appropriate pathways. - PP+SEND pupils experience effective adaptation without unnecessary reduction in curriculum demand. - Subject and pupil evidence shows improved stretch and depth for higher prior disadvantaged pupils.
Strengthen engagement, belonging and access to wider opportunity.	Targeted pupils show improved engagement, organisation, revision/learning habits and/or attendance against their baseline measures.

	• Participation gaps in careers, enrichment and leadership reduce over time and practical/financial barriers are addressed. • Pupils can explain the support available to them and how it is helping them to overcome identified barriers. • Pupils demonstrate increased confidence, ambition and engagement with opportunities beyond the classroom and can articulate a wider range of future education, training and career pathways.
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Activity in this academic year 2026-2027

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,167.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Great Teaching at QE - disadvantaged pupils as an explicit focus within CPD, coaching and quality assurance. CPD and coaching will strengthen consistent classroom practice, with particular attention to science, MFL/EBacc and weaker Open subjects. Quality assurance will routinely sample the work, participation and experience of disadvantaged pupils and identify where further support or development is required.	DfE guidance places high-quality teaching, assessment and a broad, balanced curriculum at the centre of Pupil Premium use. The EEF Pupil Premium Guide also recommends prioritising improvements to teaching. QA will sample disadvantaged pupils' work, experience and outcomes, with rapid follow-up where practice is weaker. https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 3, 4
Adaptive teaching, high expectations and ambitious curriculum access. Staff development will strengthen explicit instruction, questioning, scaffolding and metacognitive approaches so that PP pupils, including PP+SEND and higher prior attainers, receive appropriate support without unnecessary reduction in curriculum demand.	EEF SEND guidance emphasises high-quality teaching and evidence-informed approaches such as explicit instruction, scaffolding and metacognitive strategies. The DfE also requires schools to diagnose the needs of higher-attaining disadvantaged pupils. Adaptations will preserve ambitious curriculum endpoints. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 4
Disciplinary literacy and vocabulary embedded through subject teaching. Curriculum areas will identify the vocabulary, texts,	EEF Improving Literacy in Secondary Schools recommends a whole-school approach to literacy that recognises the distinctive literacy demands of each subject. Staff development and subject review will focus on vocabulary, reading comprehension, modelling and access to complex texts.	1, 3

reading demands and written forms that create barriers for pupils and explicitly teach the strategies needed to access them.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Diagnostic assessment and responsive teaching. Assessment, work scrutiny and moderation will be used to identify precise gaps in knowledge and understanding. Teachers will use this information to adapt teaching and provide timely support rather than relying on broad assumptions about disadvantaged pupils.	DfE Pupil Premium guidance highlights diagnostic assessment. EEF evidence identifies feedback as a well-evidenced approach when it gives specific information that helps pupils improve. Current assessment will be triangulated with work and moderation rather than relying on unvalidated forecasts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 4
Curriculum, options, entry and tiering review. Leaders will review the curriculum pathways of disadvantaged pupils, including option choices, tier of entry, EBacc participation and access to higher grades, to ensure that disadvantage does not inadvertently reduce ambition or entitlement.	The DfE menu includes a broad and balanced curriculum responsive to pupil need. The school will audit option access, entry/tiering and curriculum depth to ensure disadvantage does not lower ambition.	1, 4

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

Budgeted cost: £29,782.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic reading and literacy intervention. Pupils with identified gaps in reading fluency, comprehension, vocabulary or subject-specific literacy will receive structured, time-limited support. Each intervention will record the pupil's starting point, intended improvement and review/exit point.	EEF secondary literacy guidance supports targeted support for struggling pupils alongside strong subject teaching. Entry measures intended outcomes and review points will be recorded; pupils not responding will be reviewed and provision adapted or stopped. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 3
Time-limited small-group or one-to-one subject support. Additional support will be targeted at precisely identified curriculum gaps, particularly where school analysis identifies weaker outcomes. Support will be linked closely to classroom teaching and reviewed regularly for impact.	EEF evidence indicates small-group tuition is most effective when it is targeted using diagnostic assessment, closely matched to pupil need and linked to classroom content. KS4 support will therefore address specific knowledge and skill gaps rather than generic target grades. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
Targeted support for disadvantaged pupils with SEND. Where a pupil has an	The DfE menu explicitly includes targeted interventions and resources for disadvantaged pupils with SEND. Impact will be evaluated by need	1, 3, 4

additional identified barrier, provision or resources will be matched to that need and reviewed for impact. Support will complement rather than replace access to high-quality classroom teaching.	and subject, and support will complement rather than replace access to high-quality classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,011.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: weekly disadvantaged/FSM monitoring, early barrier analysis, family partnership and 4-6 weekly review of individual attendance plans.	DfE Working Together to Improve School Attendance requires schools to identify and address barriers, work with families and provide additional support for pupils who are persistently or severely absent. DfE Pupil Premium guidance specifically identifies attendance as an appropriate wider strategy. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2
Inclusion Champion mentoring for identified Year 11 PP/PP+ pupils. Fifteen pupils at greatest academic, attendance or engagement risk will receive a structured 20-minute weekly 1:1 meeting. Mentors will be trained, use common paperwork and focus on no more than three pupil-level priorities. The programme will be line-managed and quality-assured by the PP lead, with rapid escalation to academic, SEND, attendance or pastoral support where required.	EEF mentoring evidence suggests small average attainment effects and highlights the importance of regular meetings, clear structure, mentor training and support. The school will therefore use mentoring selectively, with no more than three pupil-level priority measures and clear escalation to academic, attendance, SEND or pastoral support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 4, 5
Self-regulation, organisation and effective learning habits. Identified pupils will receive focused support with organisation, revision, independent study, attendance routines and learning habits. Strategies will be taught explicitly and reinforced through classroom practice and mentoring.	EEF Metacognition and Self-Regulated Learning guidance identifies metacognition and self-regulation as a high-impact, low-cost approach when explicitly taught and embedded in classroom practice. Targeted support will reinforce, not replace, subject teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 5
Remove practical and financial barriers to careers, enrichment, trips, leadership and cultural experiences; monitor participation by disadvantaged pupils.	The DfE menu includes enrichment and wider life skills. Current careers statutory guidance emphasises high-quality provision for every young person regardless of background. The school will track access and pupil voice rather than assuming provision is equitable because it is offered to all. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools	4, 5
Parent/family communication and support linked to attendance,	The DfE menu includes communicating with and supporting parents. Contact will be purposeful and linked to the diagnosed barrier, with impact	2, 5

learning and key transition points.	judged through pupil attendance, engagement or learning rather than volume of contact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Total budgeted cost: £ 118,961.52

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

The school evaluates the impact of its Pupil Premium strategy using the latest validated national data alongside current school assessment, attendance and wider evidence about pupils' experience of school. The latest nationally available attainment data in the September 2026 IDSR is for the 2025 Year 11 cohort; the latest Progress 8 data is for 2024 because the 2025 cohort did not have Key Stage 2 assessment data from which Progress 8 could be calculated.

The external picture shows important improvement in disadvantaged attainment. In 2025, disadvantaged Attainment 8 moved close to the national disadvantaged figure; English and mathematics grade 4+ was above national disadvantaged and grade 5+ was close to national disadvantaged, with these differences not statistically significant. This represents a positive direction of travel, although leaders recognise that progress remains an important caution: in 2024, disadvantaged Progress 8 was -1.31 compared with -0.57 nationally for disadvantaged pupils, while Open Progress 8 was -1.73 compared with -0.63 nationally. Attendance also remained a significant barrier in 2025/26, with PP attendance at 83.2% compared with 91% for non-PP pupils, persistent absence at 56.3% and severe absence at 13.4%. The school is therefore using current pupil- and subject-level assessment, work, moderation and attendance information to test whether improvements are becoming embedded, particularly in science, MFL/EBacc and weaker Open subjects, while maintaining appropriate stretch for higher prior attaining disadvantaged pupils and understanding the experience of pupils who are both disadvantaged and have SEND.

Alongside these quantitative measures, leaders also consider whether disadvantaged pupils are becoming more engaged, confident and independent learners; whether they feel known, supported and that they belong at QE; whether organisation, revision habits and self-regulation are improving; and whether pupils participate fully in enrichment, careers, leadership and wider opportunities. Pupil voice and participation information are used alongside academic evidence to assess whether pupils are developing greater ambition for their future, greater confidence in accessing opportunities and a stronger belief in their ability to succeed. In this way, success is judged not only by improved attainment, progress and attendance, but also by whether disadvantaged pupils are increasingly able to **participate, achieve and thrive** alongside their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider