

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	358
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-20 2021-22
Date this statement was published	September 2021 revised April 2022
Date on which it will be reviewed	September 2022
Statement authorised by	M Farmer
Pupil premium lead	K Lane
Governor / Trustee lead	M Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,215.00
Recovery premium funding allocation this academic year	£5,291
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,560.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,066

Part A: Pupil premium strategy plan

Statement of intent

Our key aim of our school's pupil premium strategy plan is to ensure that all pupils regardless of their background and family income have opportunities to thrive and achieve in school.

Common barriers to learning for disadvantaged children in our school, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

To support our children's health and wellbeing to enable them to access learning at an appropriate level

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

The range of provision we will provide

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate staffing appropriately in order to provide small group work focussed on overcoming gaps in learning
- 1-1 support socially and academically
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able pupils to achieve age related expectations

- Additional staffing – for interventions and catch up lessons and additional reading support in KS3
- Supporting payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support payment for school uniform PE kit and school equipment as appropriate
- Support payment for attendance at one Out of School activities including Duke of Edinburgh
- Behaviour support and outside agency interventions

Mental Health and Wellbeing support and access to commissioned counselling services

Support for mental health and well being through the school based Thrive Practitioner on a 1:1 basis and in targeted group sessions and within the Well being and emotion teams within the school. Again 1:1 or targeted workshops

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gap within English and maths predominantly
2	Access to IT, resources equipment and uniform
3.	Mental health and well-being
4	Attendance
5	Behaviour

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	Strategies and provisions
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<p>1. Students to be supported to make progress in core subjects.</p>	<p>A8 and P8 gap to be reduced in 2022 results</p>	<p>TA support in class Targeted interventions with Qualified teacher and teaching assistants Homework club with teacher support Targeted literacy support with SEN teacher Additional reading to all students in year 7 and 8 Homework club coordinated and supported by qualified teacher and mentor Transport for students to attend extra curricular interventions if normally accessing LA school transport Revision guides sourced and purchased Equipment materials for vocational subjects sourced and purchased</p>
<p>2. All students have appropriate resourced IT and equipment and provisions to access the curriculum.</p>	<p>Students and parents will have the tools they need to access the curriculum and students will choose subjects they want to study and extra curricular with no barriers</p>	<p>To ensure that students from a low-income family have support to access resources and equipment. Provision of uniform and PE kit Help with payment for educational and recreational trip Extra-curricular clubs such as DofE supported Equipment and specialised clothing for sporting (ski trip), DofE, trips supported and supplied Transport provided for students to attend enrichment activities School clubs including breakfast club Provision of equipment Purchasing of DT materials, Food Tech and art sundries to support achievement in creative and vocational subjects Music lessons and grading fees including support in rental or purchasing of instruments and resources</p>

<p>3.Students to be supported with their mental health and well-being in school.</p>	<p>Students will understand and access the graded school based and statutory services available to support their mental health and wellbeing needs to support them in being confident and resilient learning</p>	<p>Support from a trained Thrive practitioner and the school's mental health practitioner. Signposting to other relevant mental health services including the WEST practitioner</p>
<p>4.Students to have improved attendance</p>	<p>The attendance gap and comparison between PP and non PP students is reduced. Students will have support through the Attendance officer and Family support officer to identify and signpost to Early help mechanisms when appropriate</p>	<p>Significant reduction in late arrives / absences by frequent offenders. Breakfast club with Behaviour and Family support worker for targeted support Attendance to be monitored throughout the school year</p>
<p>5.Improved behaviour and attitudes to learning</p>	<p>Students will be supported in making positive choices in relation to their behaviour within the school environment, which will support he learning and their potential</p>	<p>Pupils with challenging behaviour effectively educated and supported by staff in school. Positive reinforcement and achievement initiatives Behaviour and family support mentor for targeted support</p>

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: £38,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive lead practitioner	Thrive practitioner working in school to support students with their mental health and well-being. Regular one to one session and check ins with the students.	3
Proportion of Assistant Head – PP lead, MH lead DSL and SENCO	Oversight of Pupil premium, parental contact, coordination of provision and resources	1-5
<i>Teaching assistant English and humanities specialism</i>	Teacher on prescription from the classroom teachers is able to deliver high quality interventions to KS3 and KS4 students	1
<i>Qualified Intervention Teacher Maths and Science</i>	Teacher on prescription from the classroom teachers is able to deliver high quality interventions to KS3 and KS4 students	1

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

Budgeted cost: £ 19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support</i>	Reading for all year 7 and 8 students and targeted literacy support in year 7 and 8 for 2 lessons a week supporting SEN teacher	1,2,3,5
<i>Targeted interventions</i>	Teacher on prescription from the classroom teachers is able to deliver	1

	high quality interventions to KS3 and KS4 students	
<i>Family support and behaviour officer</i>	Recruitment to support Attendance officer and assistant HT – Behaviour and Pastoral Positive incentives Breakfast club	4,5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to provisions</i>	Funding for uniform and PE kit Funding towards trips and educational activities. Revision guides and educational equipment and sundries Homework club equipment, drinks and snacks Funding for music lessons Breakfast club Access to Student Services Support Centre and staff members	3,4,5

Total budgeted cost: £ 82,250

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Given this, we have looked at how the strategies we have implemented over the last couple of years have begun to make impact for disadvantaged pupils. When we reach the end of this academic year, we should be in a position to measure the majority of our intended outcomes against our objectives. Monitoring has put greater emphasis on what learners are doing and achieving in the classroom. Learners are able to tackle challenging learning because they are secure in and can recall prior knowledge to build their learning.

During the pandemic, support was offered to disadvantaged students, supported by the IT provision as part of the DoE initiative. Students were contacted bi weekly by their form tutor and all Pupil Premium students had additional weekly phone calls and offers of pastoral and family support from the Pupil premium mentor and Assistant HT and supported through the online activities. School places were offered for those who were unable to engage even if IT provision was offered/given. For those who accessed from home, all work was access via our ClassCharts platform and through timetabled TEAMS lessons with the individual teachers. Online – Question and Answer session with individual teachers for feedback were also timetabled. Feedback to students on their work was sent via school emails and ClassCharts systems.

Senior leaders within the school have been able identify students within KS3 and track their attainment initially with the CAT 4 tests in the absence of the KS2 SATS and with limited teacher assessment during transition in KS2 to KS3 during 2020. Faculty leaders use a range of assessment criteria to assess student attainment.

Students can discuss with confidence about the support that both summative and formative assessment feedback and students a consistent approach across the curriculum when improving their work. Targeted CPD for whole staff has supported improved these outcomes since the lockdown. This is evident in the Teaching and learning policy and the CPD calendar.

Students have been identified for interventions. These are support in class, and teacher based as part of the quality first teacher provision, targeted out of class interventions with a suitably qualified practitioner and those who require more specialised SEND intervention. For Students and their families who are identified as

needing specific mental health and wellbeing support we have the Thrive practitioner, the Wellbeing and Emotions support Team and the commissioned counselling service.

It is worth noting that QEHS has had to increase the capacity in all of the above due to the increased anxiety and attendance issues identified since the last lockdown lifted.

QEHS will continue to monitor the pupils in relation to all aspects of their education and support the holistic needs of them and their families.

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

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?	Music lessons and transport for interventions
What was the impact of that spending on service pupil premium eligible pupils?	Social and enrichment activity inclusion due to transporting barrier

Further information (optional)

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