

Pupil premium strategy statement – Queen Elizabeth High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	437
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Farmer, D Wiles, K Lane
Pupil premium lead	K Lane – Executive Leader for Safeguarding and Inclusion D. Racic – KS3 Pastoral & Wellbeing, L Taylor – Pupil Premium Mentor
Governor / Trustee lead	N Ferguson – Vice Chair of Governing Board S Reeves-Walters – Chair of Safeguarding and Inclusion

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,015.00
Recovery premium funding allocation this academic year	£ 6176
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 147,191.00

Part A: Pupil premium strategy plan

Statement of intent

The key aim of our school's pupil premium strategy plan is to ensure that all students, regardless of their background and family income have an equal opportunity to thrive and achieve in school.

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

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the students
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes but is not limited to, ensuring that the needs of socially disadvantaged students 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 students, we recognise that not all students who receive free school meals will be socially disadvantaged
- We promote and encourage increased parental engagement with the school

The range of provision we will provide

- Ensuring all teaching is good or better therefore ensuring that the 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 both socially and academically as required
- All work through pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources to be used to focus on able students achieving age related expectations
- Additional staffing- for interventions and catch-up lessons and additional reading support across Key Stage 3
- Mentor Meetings – providing contact and support, whilst getting to know the pupil premium students and their families

- Supporting payment for activities, educational visits and residential trips. Ensuring children have concrete experiences to expand their classroom education.
- Support payment for school uniform, PE kit and school equipment as appropriate
- Support payment for attendance at one Out of School activity, to include Duke of Edinburgh
- Assistance as necessary to encourage good attendance working closely with students and their families
- Mental Health and Wellbeing support, through the use of the school based, social inclusion and conduct mentor as well as a Thrive practitioner on a 1:1 or targeted group basis.
- Support for mental health and wellbeing will be offered through commissioned counselling and support services.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress gap within core subjects predominantly are lower than that of their peers. Key Stage 3 students entering the school are demonstrating a below age expectation standard, which will negatively impact their ability to reach potential. There appears to be a direct link to the missed direct and high-level teaching delivered within school and these weaker areas of development.
2	Mental health and Wellbeing – our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is still partly driven by adjusting to the return to school environment and exams/future prospects. These challenges particularly affect disadvantaged students, including their attainment. Teacher referrals for support remain high. 155 students (80% of whom are disadvantaged) currently require additional support with social and emotional needs, with 25 (20 of whom are disadvantaged) currently receiving 1:1 intervention.
3	Attendance – Our attendance data over the last 4 years indicates that attendance among disadvantaged students has been between 13.1 – 3.1% lower than for non- disadvantaged students. With this year’s difference being 5.4% more.

	Of those that are persistently absent, 57.4% are considered disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress
4	Conduct and attitude towards independent learning – our assessments, observations and discussions with teachers, students and families demonstrates that poor conduct and attitude towards learning independently presents at a significantly higher frequency for disadvantaged students. Input and support are more frequently required from the social inclusion and conduct mentor for these students and isolation periods within school and behaviour sanctions are not always effective.
5	Financial instability preventing access to IT, equipment and uniform – accessing necessary equipment and uniform in line with their peers can be difficult for disadvantaged students. Provision of appropriate uniform is essential to ensure that students consider themselves part of the school community and to encourage cohesion across the school. With rising costs and the increase in minimum wage employment, disadvantaged families face pressure to provide the essentials within the home, IT equipment, Wi-Fi access etc. become lower priorities but lack of these prevent full engagement within the academic curriculum as well as prevent social inclusion and access to extra-curricular activities that provide a well-rounded education.

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
Students to be supported to make progress and reduce the progress gap between themselves and their peers, particularly within the core subjects.	A8 gap to be reduced in 2025 results as P8 will no longer be measured. Disadvantaged KS3 students to begin to reduce the gap between themselves and their peers with focus on CAT testing scores. Previous gaps in learning, closely monitored and reduced. Reading ages improved across the school. Standardised test results utilised to monitor those currently below expected standard across all Key Stages so that each student makes appropriate progress at their own learning level.
Students to be supported with their mental health and wellbeing whilst at school.	Students will understand and access the graded school based and statutory services available to support their mental health and wellbeing needs, to enable them to develop higher

	<p>confidence levels and become more resilient learners.</p> <p>Students will implement strategies taught by both schools based and statutory services to manage their own mental health difficulties and to know how to access further support.</p> <p>Sustained high levels of wellbeing by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Reduced need for repeated Thrive, ELSA or Counselling referrals.
<p>Attendance levels across the school improved with an emphasis on students taking responsibility for their own attendance as well as an understanding of the impact low attendance will have on their own academic achievements.</p>	<p>The attendance gap and comparison between disadvantaged and non-disadvantaged students is reduced.</p> <p>Students will have support through the Attendance Officer and Family Support Officer to identify and signpost to Early Help mechanisms when appropriate.</p> <p>A significant reduction in late arrivals/ absences by frequent offenders, with careful monitoring throughout the year.</p> <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The attendance gap between disadvantaged students and their non-disadvantaged peers reduced by 1.5% • The percentage of all students who are persistently absent being below 24% and the figure among disadvantaged students being no more than 5% lower than their peers <p>The percentage of all student's attendance to be no less than 93% and the attendance of disadvantaged pupils to be no less than 90%.</p>
<p>Improved behaviour and attitudes towards learning, moving towards an intrinsically</p>	<p>Students will be supported in making positive choices in relation to their behaviour within the school environment, which will support their learning and potential.</p>

<p>motivated ethos in which the students choose to learn independently.</p>	<p>Reductions in behaviour sanctions, school-based isolation episodes and low-level disruption within the classroom noted, with monitoring from the social inclusion officer as well as the pastoral leads for each key stage.</p> <p>A move to a positive reinforcement and achievement focus attitude adopted across the school with reduction in sanctioned behaviour and internal isolations. The percentage of pupils receiving internal isolations reduced by 10%.</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p>
<p>All students have appropriate resourced IT and equipment and provisions to access the curriculum. Financial concerns are supported by provision of necessary uniform, equipment, supported access to extra-curricular activities and residential trips as required.</p>	<p>Students will have the tools they need to access the curriculum and will be able to choose subjects they want to study and extra-curricular activities they wish to attend without consideration of the financial implications.</p> <p>Parents will be provided with a contact within school in whom they can discuss concerns and seek support to fund student choices. Low-income families will have access to the same resources and equipment.</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: £ 49,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trust support from PP Lead, MH lead, DSL and SENDCo.</p>	<p>Oversight of Pupil Premium, parental contact, coordination of provision and resources.</p> <p>This is in line with the EEF recommendation that having a Lead person responsible for coordinating</p>	<p>1-5</p>

	<p>the support offered to disadvantaged pupils will ensure that the grant is effectively used.</p> <p>The DfE guidance suggests that identifying the barriers as well as a close working relationship with parents, the school and the community is vital to achieving the desired outcomes within the strategy.</p> <p>The designated person should have a working relationship with the Virtual School to enable Children Looked After to be fully integrated into the school environment as well as ensuring that the Pupil Premium Plus grant is utilised effectively and carefully with consideration of the holistic needs of the student.</p>	
<p>Investment in purchase of Standardised diagnostic assessments particularly for those working below age-related expectations.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Correlation between these tests and currently used assessments is essential.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention of teacher instruction:</p> <p>Use of the EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science will be used to decide on a suitable testing package.</p> <p>It is suggested that along with cognitive ability testing (which is already in place within the school) that attainment testing would provide a complete overview of a student's progress. This also allows opportunity to ensure consistency of assessment, age related performance and to benchmark the effectiveness of any interventions.</p>	1,4
<p>Academic Mentor / Qualified English and Humanities specialism</p>	<p>On prescription form the Assistant Head Teacher (data) a qualified teacher/ HLTA is able to deliver high quality subject specific intervention to KS3 & KS4 pupils. These interventions will be informed from the formative and summative assessments that occur within each subject. The intervention will target both disadvantaged and non-disadvantaged students and will endeavour to bridge the gaps in learning that prevent engagement with extended learning.</p>	1,4
<p>Academic Mentor/ Qualified Teacher/ HLTA intervention Maths and Science</p>	<p>On prescription form the Assistant Head Teacher (data) a qualified teacher/ HLTA is able to deliver high quality subject specific intervention to KS3 & KS4 pupils. These interventions will be informed from the formative and summative assessments that occur within each subject. The intervention will</p>	1,4

	target both disadvantaged and non-disadvantaged students and will endeavour to bridge the gaps in learning that prevent engagement with extended learning.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Support – Reading with all Year 7 and 8 students and targeted literacy support in years 7, 8, 9 for 2 lessons per week.	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Good literacy skills are crucial to closing the attainment gap in science:</p> <p>https://educationendowmentfoundation.org.uk/news/good-literacy-crucial-for-science-achievement-for-disadvantaged-pupils</p>	1,4
<p>Thrive Practitioner based in school to support students with their mental health as well as their social and emotional wellbeing. Regular 1:1 sessions, small groups and check ins with students.</p> <p>Development of ELSA practitioner within role and to develop further support</p>	<p>The EEF recognises the effectiveness of social and emotional interventions stating that within secondary schools up to 5 months academic progress is possible with the use of this form of intervention. Social interaction interventions tend to be more effective and shorter, repeated sessions are optimum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence states that these skills are generally weaker in students from a disadvantaged background across the age ranges and that a lack of these skills are likely linked to poorer mental health and lower academic achievement.</p>	1,2, 3, 4
Targeted interventions delivered by the teacher	Tuition targeted at specific needs and knowledge gaps can be an effective method to	1

<p>or HLTA on prescription from the classroom teacher and Assistant Headteacher (Data) across KS3 and KS4. Interventions chosen by Head of Faculty based on need of pupils and using evidence-based interventions to support. Progress will be measured using formative and summative assessment to decide the effectiveness of the intervention.</p>	<p>support low attaining pupils or those falling behind, one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pupil Premium Support Mentor providing advice and support to access available resources, uniform, equipment and pastoral needs. Mentor meetings with each disadvantaged pupil twice yearly to discuss progress and needs. Correspondence between mentor and parents to explain available support and offer available point of contact. Monitoring of communication and parental engagement; with particular focus on disadvantaged families and attempting to alleviate any difficulties faced by parents. Mentor able to signpost to other areas of help available, such as Family Support Worker and Attendance and Wellbeing officer.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The EEF recommends:</p> <ul style="list-style-type: none"> tailoring all communications to encourage positive dialogue about learning regularly reviewing how well the school is working with parents, identifying areas for improvement offering more sustained and intensive support where needed. 	<p>1, 2, 3, 4, 5</p>
<p>Family Support Worker and Social Inclusion and Conduct Mentor available to support</p>	<p>A family support worker is someone who helps families in need of practical or emotional</p>	<p>1, 2, 3, 4</p>

<p>attendance officer and Trust Safeguarding and Inclusion lead.</p> <p>Social Inclusion and Conduct Mentor (SICM) to support the improvement of conduct as well as offering pastoral support when required. Positively incentivise behaviour to improve across the school.</p> <p>SICM to liaise with Pastoral lead for both KS 3 & KS 4.</p> <p>Family Support Worker to liaise closely with parents who require extra help managing student within the home environment, to help with escalating conduct issues, to ensure safeguarding standards maintained. Early Help Assessments, referrals to outside agencies, closely working with Safeguarding and Inclusion executive to provide consistent and effective monitoring and support.</p>	<p>support, particularly when difficulties arise around parenting and the wellbeing of children.</p> <p>The Department for Education recommends the use of an Attendance officer to monitor pupils at risk of persistent absence. This officer can request assistance from the Family support Worker to coordinate a long-term strategy alongside the family to improve attendance. The Family Support Workers role is not confined to attendance, the role is to support the entire family and to coordinate outside agencies as well as safeguarding and monitoring of the family's needs.</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to provisions such as funding for:</p> <ul style="list-style-type: none"> • uniform and PE kits or second-hand uniform • trips and residentials • educational activities 	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	<p>1,2,3,4,5</p>

<ul style="list-style-type: none"> • revision guides • educational equipment • homework club • peripatetic music lessons • lockers • Breakfast Club • Access to North Base Support Centre and staff members • Commissioned Counselling Service • Access to WEST • Access to Thrive <p>Additional mental health support</p>	<p>Supporting resources: •</p> <p>The EEF Toolkit has a strand on https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>The Department for Education states</p> <p>We strongly encourage schools to have a uniform as it can play a key role in:</p> <ul style="list-style-type: none"> • promoting the ethos of a school • providing a sense of belonging and identity • setting an appropriate tone for education <p>It continues to state that second hand uniform should be available, or support provided by the school.</p>	
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Total budgeted cost: £ 143,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Continuation of the Accelerated Reader intervention 100% of all students that took part made progress, of the pupils that participated 50% were disadvantaged students, progress levels were consistent across all pupils. The Accelerated Reader scheme has successfully continued to help those pupils with no SEN need to make progress with their reading and will be continued as part of an ongoing school focus to improve reading levels.

The use of summative and formative assessment feedback has continued throughout the faculties, students can confidently discuss the areas in which they are currently working and the areas in which they need to focus in order to achieve.

Identification by the Assistant Headteacher with responsibility for data, of those students who need extra support and would benefit from small group interventions, targeted to their specific areas of need, has improved progress for the majority of pupils involved. The gap in P8 scores has reduced from -1.29 in 2023 to -1.18 in 2024. The gap in A8 scores has reduced from -15.22 in 2023 to -12.56 in 2024. Further alternative interventions may be necessary for children with additional educational needs, but this will become the focus for the next round.

Heads of faculty have worked across their departments to highlight students who would benefit from additional support within lessons to achieve or re-cover topics. This has been completed by the class teacher providing the quality first teaching provision that is so vital. Prescribed work by these teachers is then completed with a HLTA to support and for those who require further differentiation this HLTA has specific SEND knowledge to support them. This focus by both faculty and Assistant Headteacher has helped to increase the overall success rate within the summative assessments and is hoped will transfer to GCSE results. A short period of 2:1 intervention with a focus on Maths and English has been completed by the Pupil Premium Mentor in liaison with the Assistant Headteacher. Pupil Premium Year 11 students, that were predicted to have the potential to achieve a Level 5 or above were targeted and a period of intensive revision was undertaken, during the approach to the GCSE examinations.

For students and their families who are identified as needing specific mental health and wellbeing support, the Thrive practitioner, Wellbeing and Emotions Support Team (WEST), commissioned counselling service (CLD) and the school nurse are available as referred support. Recent training has been undertaken to increase the capacity of support offered within school. The North Base Students Support Area now has a designated Thrive Practitioner and an Emotional Literacy Support Assistant (ELSA) that offer specialist emotional support within school.

The relocation of the student support area has occurred this year. Within this space the Designated Safeguarding Lead (and SENCo & Designated Teacher for Looked After Children) works closely with the Family Support Worker in signposting support, Early Help Assessments and liaising with outside agencies to support the vulnerable and deprived pupils within school. This area has been adapted to provide a private and confidential area for counsellors, outside agencies and support teams to work with individuals and small groups as required. A quiet, working space has been provided for those unable to access the main school environment, this has enabled the reintegration of pupils that have previously struggled with persistent attendance, which has been dominated by those in receipt of pupil premium funding.

Throughout the 2023/2024 academic year there have been 15 accepted referrals, of which 47% are disadvantaged pupils; those accepted referrals have each received a series of 6 sessions to support their mental health and emotional wellbeing. A further 12 referrals have been made to Wellbeing and Emotions Support Team who have delivered this support, 17% of which were disadvantaged pupils.

Regular attendance by the school nurse and her dedicated support team has ensured that 23 pupils have received consistent ongoing support with a variety of concerns, working closely with families and school to support health care. 65% of those supported have fallen within disadvantaged pupil group.

The Thrive Practitioner works within school for 3 days per week and has seen 30 pupils in a 1:1 or small group basis over the past year. These pupils have self-referred as well as referrals by SENDCo, Pastoral Leads, Family Support Workers and familial requests. Of these 30 pupils, 37% are within the disadvantaged group. To extend the amount of support and variety of support available a second member of staff has now trained in Emotional Literacy Support and will deliver this as an ELSA alongside the embedded Thrive support. A private room has now been provided for both these practitioners to deliver their interventions and they are able to accommodate 1:1 and small groups within this area. Both practitioners also support within the new North Base area during lunch and break times to offer impromptu advice and check-ins as required to those who are using this facility. This has helped development a supportive ethos throughout the base and enabled a trusting, working relationship between practitioner and pupil to be fostered.

Revision guides and English textbooks and guides were offered to each pupil premium student within KS4, and this was extended to pupils at the end of Key Stage 3 to allow the preparation to GCSE level work to begin. This ensured that all pupils were able to access the same quality material, regardless of their families' financial advantages or disadvantages.

Career interviews have been conducted across all KS4 students as well as Year 9 students prior to option selection. This enabled each pupil to receive support in choosing the most appropriate option for themselves in accordance with their current

occupational ideas. Each pupil within Year 11 was offered visiting opportunities for local colleges and alternative education alongside their peers and prospectuses were acquired when requested.

Each pupil in receipt of the pupil premium met with the PP mentor and discussed progress, areas for development, available support and those whose attendance levels were approaching 90% were also focussed upon. A meeting with focus on the expected levels of attendance and reasons behind the absences were included in the mentor meetings and any areas of concern were highlighted by the mentor to the Educational Welfare Officer as well as the Pastoral leads for the relevant key stage.

The Pupil Premium Mentor attended the parents evening for the next years intake to provide information on available support in addition to extending a welcome to each new pupil and advising on what support they can expect from the school.

Support for those with emotional behaviour difficulties has been facilitated, outside agencies have been employed to work on strategies that will help with emotional and behaviour regulation. This utilises the nearby leagued football team, where a coach works with a maximum of 6 pupils, delivering a bespoke package, in which the focus is on controlling behaviour, understanding emotions and recognising the impact of their decisions. Whilst still in the early stages this appears to be having a positive impact on those engaged with this.

Externally provided programmes

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

This funding was spent in ensuring that service pupils were able to access Thrive as well as external agencies that offer emotional wellbeing support. They were included in all mentor meetings and correspondence was sent to their families in addition to other pupil premium families.

These students were offered the same support as all disadvantaged students throughout the school, through provision of wellbeing support, academic support and

financial support if required. Music tuition during school times and transport for interventions were predominantly utilised.

A trip to the nearby services 'camp' was arranged for service pupils to examine some of the activities that occur within the 'camp' life as at present all service pupils attending this school do not live within the camp itself.

The impact of that spending on service pupil premium eligible pupils

Enabling the social enrichment of service pupil premium students has been the greatest impact. Providing peripatetic music lessons to those that are interested and offering alternative transport as required to enable them to attend these, in addition to this a great number of extra-curricular activities in which this transport can also be arranged. This has provided access to a more engaging social education due to the removal of transportation barriers.

Further information

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