

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1318
Proportion (%) of pupil premium eligible pupils	11.7%
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 2025
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	£159,645
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 our pupil premium students. We need to consistently check for understanding in lessons so that we can adapt teaching to secure learning.
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 parents/carers of our PP students are less likely to voluntarily engage with school to raise a concern or attend school events. There are a multitude of reasons, but some families do not relate easily to school and its expectations.
5	A disproportionate number of our PP students experience social and emotional difficulties that manifest in behavioural issues that disrupt their learning. This is linked to poverty, its impact on mental health and the gaps in learning that emerge earlier in school that can make the curriculum less accessible to some students.

## 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
<p>Improve attainment among PP students across the curriculum at the end of KS4.</p>	<p>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.</p>
<p>Improve the ability of all students to know more, remember more and do more across all subjects.</p>	<p>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.</p>
<p>To achieve and sustain improved attendance for all students, particularly our PP students.</p>	<p>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.</p>
<p>To improve and sustain parental engagement with the families of our PP students.</p>	<p>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.</p>
<p>To ensure that all PP students behave positively, engage well in lessons and learning is not disrupted.</p>	<p>To ensure that PP students are demonstrating expected attitudes to learning, receiving regular positive praise and reporting on successful relationships with staff.</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: £46,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver CPD on adaptive teaching with a focus on regular checking for understanding in lessons with a focus on PP and SEND students.</p> <p>Through drop-ins and QoE work with teachers to ensure that checking for understanding 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 and improve.</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/new/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/new/eef-blog-ecf-exploring-the-evidence-part-1</a></p>	<p>1, 2 &amp; 3</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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://educationendowmentfoundation.org.uk/public/files/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>	<p>1, 2 &amp; 3</p>

	<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>	
<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 evaluate how our new MIS (Bromcom) can provide information to teachers that is regularly updated about PP students.</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>	1, 2, 3, 4, & 5
<p>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>	<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: £56,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Tutor Doctor to provide one to one 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><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>	<p>2 &amp; 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><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>	<p>2 &amp; 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><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>	<p>2 &amp; 3</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>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2 &amp; 3</p>



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

Budgeted cost: £50,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 with help shapes 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><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>1 &amp; 5</p>
<p>Ensure that trips are inclusive by being timely, using funds (e.g. hardship fund) or PP money 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</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>1 &amp; 4</p>

<p>up any non-attendance to ensure that any information is shared with PP families.</p> <p>Family liaison officer to organise events in the community that will bridge parental engagement with school by being in the immediate local community rather than relying on visits to the school.</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>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>The Family Liaison Officer has responsibility for PP attendance. Their role is to establish relationships bridging the gap between school and home.</p> <p>The family liaison officer to target in letters and in person any Y9 PP students who have started high school and are at risk of persistent non-attendance based on middle school transfer information.</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>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>1, 4 &amp; 5</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>	<p>2</p>
<p>Student support co-ordinator identifies where PP students are experiencing social/emotional difficulties. We will ensure that the students are referred to timely and effective support. This will be within school (mentoring) or out of school with counsellors and mental health specialists.</p> <p>Promoting positive mental health will improve attendance, achievement and a student's relationship with 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 of the way the school has supported students' mental health.</p>	<p>1 &amp; 5</p>

**Total budgeted cost: £133,717 (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 2023 to 2024 academic year.

#### Key Stage 4 Outcomes 2024

The school reported its most positive attainment results for PP students since the last set of exam reforms at key stage 4.

The DP data is the most encouraging we have seen in recent years. 68% 4+ (up from 44% last year), 52% 5+ (up from 25%) and 43 Attainment 8 (up from 33) – with these figures including those with negligible attendance or who were in alternative provision The A8 is the highest recorded for DP with the narrowest gap between non-DP and DP in recent records. DP students have done well in achieving both 4+ English and mathematics as well as 5+ in both. In 2023 the average dual science grade for DP students was 43 and rose to 44 in 2024. For our internal tracking we use DP (disadvantaged pupils) as defined by the DofE measures. This includes PP students. In projections of P8 on SISRA analytics the gap between DP and non-DP is 0.48. This is the narrowest gap there has been since reporting started.

	2018		2019		2022		2023		2024	
	DP	Non DP	DP	Non DP	DP	Non DP	DP	Non DP	DP	Non DP
% 9-4 English & Maths	48.5	83.5	58.1	79.5	39.3	83.7	42	79.9	68	81.4
Attainment 8	38.80	59.10	42.28	55.12	36.08	54.03	32.9	56.3	44.35	55.6
Progress 8	-0.37	0.74	-0.35	0.42	-1.12	0.12	-0.49	0.37	-0.20*	+0.34*

- Based on current estimates from SISRA analytics (November 2024)

#### Extra-curricular activity participation – May 2024

Over the course of the year using self-reporting in registration and tracking attendance at clubs we gathered data on participation that showed encouraging trends of PP participation.

We also targeted any PP student who did not participate to communicate with them and their family to identify and help overcome any barrier to involvement.

**87%** of PP students in Y9-11 reported taking part in an activity at lunchtime, after school or out of school.

Furthermore, PP students benefited from activities directed towards them. A number participated in outdoor education initiatives that included rock climbing, canoeing and hill walking. A number of Y9 PP students also attended the Newcastle United Futures initiative that promotes careers education for PP children. .

## 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.*