

Pupil premium strategy statement

Queen Elizabeth's School, Wimborne, Dorset

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen Elizabeth's School
Number of pupils in school	1390
Proportion of pupil premium eligible pupils	17.9% (16.8% FSM6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tom Neill, Headteacher
Pupil premium lead	Tom Neill, Headteacher

Governor / Trustee lead Trevor Hartin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 221,340
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£221,340

Part A: Pupil premium strategy plan

Statement of intent

Students entitled to Pupil Premium funding are treated equitably at Queen Elizabeth's School to provide educational equity. We ensure that we use our extra funding to address the challenges they may face. Our intention is that all students make good progress and achieve high attainment across the curriculum; particularly in the core curriculum of English, Maths and Science and that no student is left behind academically or socially because of disadvantage; removing barriers to learning is at the heart of our pupil premium strategy.

We use recommendations from evidence-based research, including the Education Endowment Fund (EFF). This includes a strong focus on quality teaching, raising attendance, and positive wellbeing. Our core approach is high-quality teaching. We focus on areas where disadvantaged students need the most support in school; in their curriculum or pastoral experiences. High quality teaching has the greatest impact on closing the disadvantage attainment gap. This in turn benefits all students in our school. We aim for all students to benefit from our investment in high-quality teaching.

Our approach will be responsive to common challenges and individual needs identified through analysis of in school data. The approaches we adopt work together to help pupils succeed and flourish.

Challenges

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

Challenge number	Detail of challenge
1.	Raising the attendance by focusing on relationships with both students and parents.
2.	Raising profile of Pupil Premium with staff and parents.
3.	Progress for Pupil Premium students in maths and English.
4.	Some students' reading ages are well below chronological age.

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>1. To achieve and sustain improved attendance for all students, particularly our disadvantaged.</p>	<p>Sustain high attendance, as demonstrated by:</p> <ul style="list-style-type: none"> ● eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers ● eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers who are persistently absent <p>Sustain high levels of wellbeing for students in receipt of pupil premium funding, demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent survey and teacher observations. ● case studies of key students who have successfully accessed support. ● no gap in behaviour incidents for students who fall under disadvantaged / SEMH category.
<p>2. To raise the profile of our pupil premium students.</p>	<p>Evidence in work scrutinies / learning walks demonstrates that the academic progress of PP students is carefully tracked by teachers, lesson-by-lesson.</p> <p>Disadvantaged students to achieve or exceed 4+ in basic measures English and Maths, in line with national average for all students.</p> <p>Increased engagement in lessons evidenced through lesson observations, accessibility of curriculum, and progress.</p> <p>All students entitled to pupil premium support are accessing this to ensure no student is disadvantaged compared to their peers.</p>
<p>3. Improved attainment among disadvantaged students across the curriculum at the end of KS4.</p>	<p>By the end of our current plan in 2026/27, students can achieve their FFT20 target grade or higher with no disadvantaged gap in attainment.</p> <p>In 2025/26 KS4 outcomes show disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ● 55% or above passing GCSE Maths and English grade 4+
<p>4. Improved reading comprehension among disadvantaged students across KS3 and KS4.</p>	<p>Reading tests at the end of year 9 demonstrate an improvement in comprehension skills for disadvantaged students. Targeted intervention supports the weakest readers.</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 (CPD, recruitment and retention)

Budgeted cost: £ £126,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	EEF - Diagnostic Assessment EEF - Teaching and Learning Toolkit EEF - Effective Professional Development EEF - Great Teaching Toolkit	3 / 1 / 5
<p>Improving student literacy. Focus on staff literacy and how we can upskill staff to enable whole school literacy improvement.</p> <p>Reading Programme delivered to all pupils during tutor time. All pupils in a year group will read a book together.</p>	EEF - Literacy EEF - Improving Literacy in Secondary Schools EEF - Menu of Approaches	4 / 5
Online platforms to support home learning and knowledge acquisition. Chromebooks provided to support students with limited access to technology at home.	EEF - Using Digital Technology EEF - Teaching and Learning Toolkit	3
Develop study skills for disadvantaged students and ensure they have access to high-quality CEIAG.	EEF - Effective Professional Development	3

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

Budgeted cost: £ 57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths, English and Science Tutor Time Intervention targeting students on grade boundary cusps with a focus on disadvantaged.	EEF - Effective Tutoring EEF - Improving Literacy in Secondary Schools	3 / 4
Adopting a targeted reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. STAR assessments to be completed once per half term in Year 9 to identify and track students.	EEF - Improving Literacy in Secondary Schools EEF - Effective Tutoring	4
Chromebook provision for SEN and PP students	Pupil Premium Guide	3/1
Target revision sessions for Year 11 Students during holidays	EEF - Using Digital Technology	
Engagement with tutoring and mentoring programmes to provide a blend of tuition, mentoring and school-led tutoring.	EEF - Effective Tutoring EEF	3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's advice. Staff will receive training to develop and implement new procedures.	Improving School Attendance	
Strategies to improve parental engagement explored and implemented to improve attendance/engagement in school.	EEF - Parental Engagement	
Developing and implementing an attendance action plan each year, using best practice from our networks and DfE guidance.	EEF - Attendance Interventions Evidence Improving School Attendance	1 / 2 / 3 / 4
Ensuring that all students are able to fully access their education with full equipment and uniform so they are prepared and ready to learn, not disadvantaged from their peers.	EEF - Pupil Premium Guide	1/2

<p>Employment of counsellors to increase capacity to support the emotional wellbeing of students.</p> <p>External mentors to support the emotional wellbeing of students at risk of removal or exclusion.</p> <p>Redeployment of ELSA trained staff to support students in the school day.</p> <p>Parental evenings at the start of the year with expectations and signposts of support and other strategies we use at QE to enable students to succeed.</p>	EEF - Behaviour Interventions EEF - Social and Emotional Learning EEF - Improving Behaviour in Schools	1 / 2
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Total budgeted cost: £ 221,340

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 2024 to 2025 academic year.

Challenge 1: To achieve and sustain improved attendance for all students, particularly those who are disadvantaged.

While overall attendance remains an area for continued focus, we have secured improvements across the school. Crucially, attendance for our students deemed PP **increased by 2%** compared to the previous year.

We have identified that our FSM students have raised their attendance from 78.6% attendance in autumn term 2024-2025, to 83.3% in the autumn term of 2025-2026, an improvement of 5%. Our FMS6 children have grown in population to 16.7% of the school population, an increase of 4% since 2024-2025. This cohort's attendance has also improved from last year's autumn term 2024-2025 at 76.2% to this academic year's autumn term 82.4%.

We have implemented the QE Success Centre; an in house EBSA provision that supports students in accessing an educational site. Students experience structured lessons that are delivered in a dedicated teaching room with individual tables. One teacher teaches English and Maths whilst other specialists teach Science, alongside a creative curriculum. Students are encouraged to take up a musical instrument or express themselves through the arts. This bespoke timetable has enabled non attenders to access their community school, engaging with peers and developing a sense of belonging alongside friendships. Lessons that prepare students for adulthood are delivered on a term by term basis. Data from the success centre shows that the young people, on average, have moved from 36.6% to 51.7% improvement with their attendance

We have increased our attendance team. The introduction of an EWO role within the attendance team has enabled home visits, relationships to be formed and support given to parents and young adults. Students have been fully safeguarded and work across agencies has made an impact on engagement and welfare.

Challenge 2: To raise the profile of our pupil premium students

We've seen significant improvement in support for our students deemed PP. Multiple data sources—including both internally and externally led learning walks, case sampling, and pupil and staff voice—all indicate that this group is now being prioritised for questioning, feedback, and support, which is a positive step forward from previous years.

We have implemented a mandatory 'blue folder' for all teachers, which functions as a practical guide to strategic classroom practice. This resource encourages staff to carefully consider the optimal seating arrangements for those students deemed PP, proactively address potential learning barriers, and apply effective pedagogical prompts specifically designed to close the attainment gap with their non-PP peers.

We have prioritised ensuring students are equipped and ready to learn, with support available for equipment and uniform. Concurrently, the pastoral system has been redesigned to deliver timely responses to social and emotional needs. A key intervention has been investing in external mentoring and this has proved highly successful. This provision has led to a notable reduction in disruptive behavior among targeted students, which, in turn, positively accelerated the progress of those students and their classmates.

Sustaining this momentum, we have continued to see reductions in internal exclusions and suspensions throughout 2025–2026. This positive behavioral shift has been significantly aided by our collaboration with external colleagues, such as Social Prescribers, who help address the underlying causes of negative behavior.

Free online parental training is offered monthly by Family Advice and training services (F.A.C.E.) to aid understanding of underlying needs and challenges. Thirty eight workshops have been attended by QE

parents. Alongside this provision, half termly newsletters and coffee mornings within the community have been implemented to support our most vulnerable. Engagement to events such as Exam Success evening has risen to 45% of our PP cohort in attendance.

Challenge 3:

Improved attainment among disadvantaged students across the curriculum at the end of KS4.

The gap between those deemed PP and their non PP peers achieving grade 4+ in English and Maths in 23/24 was -4.2%, compared to the gap in 24/25 being +0.3%. This shows that gaps in knowledge for these students are closing quickly.

The school has successfully integrated online learning platforms to provide students with flexible, remote access to core subject curricula (English, Mathematics, and Science).

A key support mechanism is the Maths, English, and Science Tutor Time Intervention program. This initiative strategically targets students positioned near grade boundaries, with a specific and deliberate focus on supporting students deemed PP.

The provision of Chromebooks is leveraged to enhance both the delivery of learning and the development of independent study skills, particularly for disadvantaged cohorts. Furthermore, this digital access ensures that all students receive high-quality Careers Education, Information, Advice, and Guidance (CEIAG).

Our commitment to inclusive practice includes creating bespoke support programs for students identified as having complex needs. Standardised procedures are in place for assessing students for exam access arrangements, and comprehensive support for Functional English is embedded across the curriculum to support success in all exams.

Challenge 4:

Improved reading comprehension among disadvantaged students across KS3 and KS4

Reading remains a focus for KS3 and 4 students, however, we have made significant progress with those students with the lowest reading ages. The average reading age in this group increased by 29 months over a 6 week period.

We have introduced 'DEAR'-(Drop Everything And Read), a daily program to increase literacy skills and develop enjoyment for reading, widening cultural capital.

For students who are identified as having dyslexia traits, a SENDCO identified program is followed by students. This enables students to explore the use of overlays and assistive technology alongside exploring strategies for the classroom such as Loci.

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
Reading intervention purchases	Lexonic Learner, Sparx Reader
SENECA	Homework learning, revision subjects that are non core.
Sparx	Sparx Maths Sparx English
GCSE Pod	Soundbite Learning
Kerboodle	Nelson Thornes