

# 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	1468
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Tom Neill, Headteacher
Pupil premium lead	Tom Neill, Headteacher
Governor / Trustee lead	Richard Purchase

## 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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 200,840 Money into Initio Learning Trust  £ 20,500 into PP Budget

# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>● eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers</li> <li>● eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers who are persistently absent</li> </ul> <p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent survey and teacher observations.</li> <li>● case studies of key students who have accessed support.</li> <li>● no gap in behaviour incidents for students who fall under disadvantaged / SEMH category.</li> </ul>
<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</p> <p>To achieve their 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"> <li>● 50% or above passing GCSE Maths and English grade 5+</li> </ul>
<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: £

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.	<a href="#">EEF - Diagnostic Assessment</a> <a href="#">EEF - Teaching and Learning Toolkit</a> <a href="#">EEF - Effective Professional Development</a> <a href="#">EEF - Great Teaching Toolkit</a>	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>	<a href="#">EEF - Literacy</a> <a href="#">EEF - Improving Literacy in Secondary Schools</a> <a href="#">EEF - Menu of Approaches</a>	4 / 5
Online platforms to support home learning and knowledge acquisition. Chromebooks provided to support students with limited access to technology at home.	<a href="#">EEF - Using Digital Technology</a> <a href="#">EEF - Teaching and Learning Toolkit</a>	3
Develop study skills for disadvantaged students and ensure they have access to high-quality CEIAG.	<a href="#">EEF - Effective Professional Development</a>	3

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

Budgeted cost: £

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.	<a href="#">EEF - Effective Tutoring</a> <a href="#">EEF - Improving Literacy in Secondary Schools</a>	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.	<a href="#">EEF - Improving Literacy in Secondary Schools</a> <a href="#">EEF - Effective Tutoring</a>	4
Chromebook provision for SEN and PP students	<a href="#">EEF - Using Digital Technology</a>	4 / 1
Target revision sessions for Year 11 Students during holidays.	<a href="#">EEF - Pupil Premium Guide</a>	3 / 1
Engagement with tutoring and mentoring programmes to provide a blend of tuition, mentoring and school-led tutoring.	<a href="#">EEF - Effective Tutoring</a> <a href="#">EEF - Teaching and Learning Toolkit</a>	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. Staff will receive training to develop and implement new procedures.</p> <p>Strategies to improve parental engagement explored and implemented to improve attendance/engagement in school.</p> <p>Developing and implementing an attendance action plan each year, using best practice from our networks and DFE guidance.</p>	<a href="#">EEF - Parental Engagement</a> <a href="#">EEF - Attendance Interventions Evidence</a> DFE <a href="#">Improving School Attendance</a>	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.	<a href="#">EEF - Pupil Premium Guide</a>	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>	<p><a href="#">EEF - Behaviour Interventions</a></p> <p><a href="#">EEF - Social and Emotional Learning</a></p> <p><a href="#">EEF - Improving Behaviour in Schools</a></p>	<p>1 / 2</p>
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**Total budgeted cost: £**

## 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.

We have written a new strategy for Pupil Premium from 2024.

Summer GCSE 2024 Outcomes:

Our QE Disadvantaged gap is has widened (-1.27 for Disadvantaged students v 0.02 for non-Disadvantaged students). Progress 8 refers to a minimum of 8 Key Stage 4 (y11) qualifications gained at a pass grade (4) or above. 21.6% of PP students achieved a 5+ in English and maths and 39.2% of Disadvantaged students achieved a grade 4+ in English and maths. Progress in English and maths for Disadvantaged students was -1.02 and -1.03 respectively.

SEND outcomes for EHCP/Disadvantaged students were still lower than non-disadvantaged however we implemented bespoke provision for these students who were able to see success in progress measures that are not counted in P8. These students were then able to go onto their college apprenticeships and courses. We will continue our collaborative work through HUB meetings (in school networking) and consideration of individual needs.

SEMH through the external mentoring provision invested in, we saw a reduction in key students behaviour in and around the school which positively impacted both their and their peers' progress. We will continue to implement these strategies for students who need this support.

Attendance for disadvantaged last academic year were

% Attendance PP - 76.5 vs Non PP -83.9

% Persistent absence PP - 65.3 vs Non PP - 51.6

## 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*

<b>Programme</b>	<b>Provider</b>
Reading intervention purchases	Lexonic Learner, Sparx Reader
Behaviour Mentor	Becki Bath 1-1 Mentoring
PiXL membership to access whole content	PiXL
Sparx	Sparx Maths
GCSE Pod	Soundbite Learning
Kerboodle	Nelson Thornes