Pupil Premium Strategy Statement 2020-2023

School overview

Metric	Data
School name	Queen Elizabeth's School
Pupils in school	1580
Proportion of disadvantaged pupils	12.2%
Pupil premium allocation this academic year	£152,707.48
Academic year or years covered by statement	2020-21 2021-2022
Publish date	December 2021
Review date	September 2022
Statement authorised by	Katie Boyes
Pupil premium lead	Sally Dean
Governor lead	Jane Mursell

Disadvantaged pupil performance overview

	2019 outcomes	2020 outcomes (Centre assessed grades)	2021 outcomes (Teacher assessed grades)
Progress 8	-0.35	N/A	N/A
Ebacc entry	10.71%	15.9%	
Attainment 8	38.65	40.52	44.07
Percentage of Grade 5+ in English and maths	21.43%	31.8%	46.3%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	Improve attendance to national average	Sept 22

| Ebacc entry | Better national average EBacc Entry for all pupils | Sept 22 |

Teaching priorities for current academic year

Measure	Activity
Priority 1	To improve whole school attendance
Priority 2	To review our marking, assessment and feedback policy to ensure that quality feedback is provided for all students which allows them to make the most progress
Priority 3	To embed Rosenshine's Principles as a consistent approach to teaching practice within the classroom
Priority 4	To develop a strategy for reading across the school
Barriers to learning these priorities address	Ensure quality first teaching within all classrooms as research shows that this has the greatest impact on disadvantaged learners
Projected spending	£80,707

Targeted academic support for current academic year

Measure	Activity
Priority 1	Intervention in Maths, English and Science
Priority 2	Intervention in Maths and English
Priority 3	Remote learning resources e.g. Tassomai, GCSE Pod, Hegarty Maths
Priority 4	Revision Guides for all subjects
Barriers to learning these priorities address	Increase the % of students achieving 9-4 Basics thus increased P8 for disadvantaged learners
Projected spending	£49,847

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed knowledge organisers
Priority 2	Reading programme
Priority 3	Rewards
Barriers to learning these priorities address	Ensuring students can access exam papers by improving their knowledge and understanding of key vocabulary and key facts/knowledge - addressing gaps in knowledge increased A8
Projected spending	£22, 153

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that CPD focuses on identified areas of development	Use of INSET days and disaggregated training sessions
Targeted support	Ensuring that intervention is facilitated	Use of surplus Maths staff. Ensure key staff (Eng, Maths and Science) do not have a tutor group to allow for AM. intervention
Wider strategies	Reading programme	Use of INSET days, Faculty CPD meetings

Review: 2018/2019 aims and outcomes

Aim	Outcome
Improved outcomes for disadvantaged learners including increased P8 score	Achieved - increased from -0.75 (2018) to -0.33 (2019)
Improved 4+ Basics for disadvantaged learners	Not achieved - 50% (2019) from 53% (2018)
Improved results in Science	Achieved - 45% (2018) to 53% (2019)

What went well in 2019?

- Improved disadvantaged outcomes in Basics Measure and Science results.
- Implementation of knowledge of organisers
- Implementation of Hegarty maths and GCSEPod
- Intervention in Maths and English

What not so much?

PiXL membership and strategies were not successful in 2019/20 and therefore we have cancelled our membership. We have joined the Greenshaw Learning Trust to continue to collaborate and share best practice across schools.

Link to catch up funding

Tassomai and the reading programme has been used to support the progress of all learners including those who are disadvantaged and this has been funded through the Catch Up funding.

Review: 2019/2020 aims and outcomes

Aims	Outcomes
Progress 8	Not published
Attainment 8	44.07. This was an improvement on 2020
Percentage of Grade 5+ in English and maths	46.3%. Ths was an improvement on 2020
Other- improve attendance	Cannot be measured due to the impact of COVID.
Ebacc entry	There has not been a significant improvement in the amount of students entered for the Ebacc.

What went well in 2020/2021?

- Improved A8 figure for disadvantaged
- Improve % of disadvantaged attaining 5+ in English and Maths
- Tracking of reading ages including use of Accelerated Reader and regular STAR reading tests
- Use of Hegarty and GCSEPod

What not so much?

Improving attendance has continued to be a challenge during COVID.

Ebacc entry has not increased. All our students must take an Ebacc subject, however for next year we have made some changes to the options processes. Removing Triple Science as an option means that more students have opted for a language and therefore achieved the EBacc.

Link to catch up funding

Exam Preparation Sessions has been funded by the catch up funding. These sessions have been delivered by teaching staff for students in Year 11 and Year 13 to support exam content and technique to ensure that students are fully prepared for the external exams in the Summer.