

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1601
Proportion (%) of pupil premium eligible pupils	11.71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Katie Boyes
Pupil premium lead	Chris Humphreys / Charlotte Burrows
Governor / Trustee lead	Jane Mursell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,060
Recovery premium funding allocation this academic year	£44,988
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£213,048

Part A: Pupil premium strategy plan

Statement of intent

Queen Elizabeth's School will ensure that pupils who are entitled to Pupil Premium funding are treated equally and favourably as others and that the additional funding is used effectively to address the challenges they may face. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core curriculum of English, Maths and Science. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, have strong aspirations for their futures, attend well and have good progress including for those who are already high attainers.

We will utilise and embed the recommendations and advice from evidence-based research, including the Education Endowment Fund (EFF). This includes a strong focus on quality teaching, raising attendance, and positive wellbeing. As part of this we will consider the challenges faced by all vulnerable pupils, including those who have SEND, have an allocated social worker or are young carers. The activities that we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

The very centre of our approach is focused around high-quality teaching with a focus on areas in which disadvantaged pupils require the most support within school be that in their curriculum or pastoral experiences. High quality teaching for all is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Together with the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs identified through analysis of in school data. The approaches we have adopted work together to help pupils succeed and flourish. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1 - Progress of PP students in all subjects but with a specific focus on Maths and English	Year 11 Maths & English outcomes for Pupil Premium students. In the GCSE examinations 2022 PP students obtained a P8 score of -0.63 in English and -0.66 in Maths compared to -0.07 and -0.06 for non-PP students. We wish to ensure any gap between non-PP is addressed and ensure PP students achieve a minimum of a strong pass to go onto their chosen post 16 destination.
2 - Literacy and Reading	Ensure all students have the necessary literacy skills to access the wider curriculum, with a particular focus on literacy and numeracy in Year 9. In current Year 9, 49% of PP students have a reading age of 11 or below. 7 of these PP students have a reading age of 8 and below. All students are assessed, on their reading, three times a year to determine their progress, this data will be used to identify spotlight students requiring further intervention and its impact.
3 - SEND	Create an approach to support those students with SEND and who are also identified as Pupil Premium, particularly those students with an EHCP who have not achieved their potential historically. There are currently 9 students who are EHCP and 35 students who are SEN and PP. A wrap around support network is required to ensure this collaboration.
4 - SEMH	Supporting the increasing need for social, emotional, and mental health (SEMH) provision within school, due to overstretched NHS providers and an increasing demand. We had access to 1 TLC counsellor in 2019-20. We have had to increase this provision to 2 staff plus a support team of 5 to support increases in mental health referrals. We currently have 8 students being supported by an external mentor due to the increased impact of social and emotional needs.

5- Destinations	To ensure all students have a secure destination at post 16 and post 18. To ensure all students have a full understanding of the full range of education and employment routes. A challenge is to ensure all staff have a developed understanding to advise on career destinations and routes in related subject areas, to meet 2023 Provider access legislation To ensure there is a zero NEET aspiration and target. 95% of Yr11 students in May 2022 had a defined destination for KS5. 40% of undecided students in May 2022 were PP. 18 students were undecided on their Post 18 destination, with 16% of those students PP.
6 - Attendance	<p>To continue to work for attendance to be above the national average, this includes supporting those who are deemed to have severe absence, with a particular focus on year 10, which has previously been a year group of concern.</p> <p>Current Year 10 - attendance from 2021-22</p> <p>Year group - 88.5%</p> <p>Non PP - 89.19%</p> <p>PP - 84.05%</p>

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
Quality first teaching for all	Students' progress data to be in line with those peers who are not pupil premium and above the national average. A target is to reduce any internal variation between pupil premium and non-pupil premium students. Developmental drop ins and work scrutinies will also demonstrate quality work completed by pupil premium students.
Students who are SEND and pupil premium demonstrate good progress	Students' progress data is in line with those peers who are not pupil premium/SEND. A range of progress data is to be acted on to include KS4 data and reading data.

A reduction in persistent- and severe absence for those students who are pupil premium and an increase their overall attendance	The attendance figures and comparison to the national average and non-pupil premium pupils highlights a decline in persistent absence from previous historical data.
A tiered graduated approach to supporting students with SEMH needs within the school structures	A reduction in external CAMHS referrals and other reliance on external professionals. In addition, data such as attendance, student voice responses and positive behavioural events will be reviewed to show impact.
The students who are pupil premium are not disproportionately represented in negative behavioural statistics	Removal and fixed term exclusion data shows a reduction in the pattern that pupil premium students are over-represented, this will demonstrate an improvement upon previous historic data. The pastoral team, SEND and safeguarding team work collaboratively to co-plan and investigate influencing triggers to challenging behaviours. A graduated/tiered approach (see above) in supporting students to improve their self regulation and understanding their emotions.
Students are fluent readers, enabling them to access their learning to the full extent	Students' reading age is in line with their chronological age. There is no internal variation between reading ages of those with pupil premium and those who are non-pupil premium. Drop ins during tutor time and lessons show that students are confident readers, and the enjoyment of reading is an integral part of the taught curriculum.

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: £ 123826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Online homework platforms to support home learning and</i>	EEF - Using digital technology EEF - Teaching and Learning Toolkit	1

<i>acquisition of knowledge</i>	DfE - Supporting attainment for disadvantaged pupils	
<i>Use of developmental dialogue coaching sessions for all staff to develop high quality teaching supported by the WALKTHRUS CPD</i>	EEF - effective professional development	1
<i>Increase in staffing for English, maths, and science to reduce class sizes and provide small group intervention</i>	EEF - Improving Maths at KS2/3 Dfe - Supporting attainment of disadvantaged pupils	1

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

Budgeted cost: £ 61306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutor lead reading programme during afternoon registration</i>	EEF - Improving literacy in secondary schools	1,2,3
<i>Chromebook provision for SEND pupils</i>	EEF - Using digital technology EEF - SEND in Mainstream	1,3
<i>Targeted after school revision sessions for Year 11 students</i>	EEF - pupil premium guide	1
<i>Reading support groups</i>	EEF - Improving literacy in secondary schools	2
<i>Specific literacy teaching groups</i>	EEF - Improving Literacy in secondary schools	1, 2
<i>Specialist English/maths teachers employed with SEN HUB provision</i>	EEF - Teaching and Learning Toolkit EEF - SEND in mainstream	2,3

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

Budgeted cost: £ 49003

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officers and attendance admin support to raise attendance</i>	EEF - Improving behaviour in schools	1,6
<i>Employment of full time school counsellor and trainee counsellors to increase capacity to support the emotional wellbeing of student</i>	EEF - Improving behaviour in schools EEF - Metacognition and self regulated learning	4,6
<i>External mentor support the emotional wellbeing of students at risk of removal or exclusion</i>	EEF - Improving behaviour in schools DfE - Supporting attainment for disadvantaged pupils	4,6
<i>Employment of an additional Careers advisor</i>	EEF - Careers Education Review	1, 5, 6

Total budgeted cost: £ 237,135

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

For the academic year 2021-2022 the 53 disadvantaged pupils obtained a progress 8 score of -0.63 and an attainment 8 score of 38.5. The gap between disadvantaged and non-disadvantaged pupils remained broadly the same through the previous 2 years during the period of time when external examinations were not sat by students. The strategies to engage disadvantaged learners through the disruptions caused by covid including the use of technology, online platforms and revision sessions.

The attendance of disadvantaged learners during 2021-2022 was below that of non pupil premium learners in all years groups for example;

Current Year 10 - attendance from 2021-22

Year group - 88.5%

Non PP - 89.19%

PP - 84.05%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
AFCB Mentoring	AFC Bournemouth

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.