

Pupil premium strategy statement (secondary)

1. Summary information					
School	Queen Elizabeth's School				
Academic Year	2017/18	Total Disadvantaged Learners budget	£164514	Date of most recent Disadvantaged Learners Review	06/16
Total number of pupils	1576	Number of pupils eligible for Disadvantaged Learners	218	Date for next internal review of this strategy	07/19

2. Current attainment		
	Pupils eligible for Disadvantaged Learners (your school)	Pupils not eligible for Disadvantaged Learners (national average)
Progress 8 score average	-0.75	-0.02
Attainment 8 score average	39.9	53.3

3. Barriers to future attainment (for pupils eligible for Disadvantaged Learners)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Homework	
B.	Attitude to learning	
C.	Knowledge gaps	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Increased attendance % for disadvantaged learners.	The average disadvantaged learner attendance improves to 91%
B.	Decreased behaviour points for homework infringements.	Average homework grade is M and behaviour and homework points are separated
C.	To improve attainment and progress of Year 11 for disadvantaged learners	P8 score and A8 score is improved from -0.75 and 39.9

D.	Improved Basic measures for disadvantaged learners	Improved basic measure from
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5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identify issues and gaps in supporting our disadvantaged learners and evaluate impact of existing strategies	An external Pupil Premium Review	An external review and subsequent actions plan is considered to be a good use of the pupil premium funding.	Review actions to be formulated into a Closing the Gap action plan based on the findings of the review.	KEB/SBD	Summer 2019
Improved attainment across the curriculum	PixL strategies. RSL leaders and meetings. Promotion of independent learning resources for Revision including GCSE Pod, Tassomai and Doodle	Increased focus on the attainment of Disadvantaged Learners students throughout the year via the RSL meeting and identification of 20s plenty.	Records of RSL meetings Raising Standards Learning Conversations 20s plenty discussions in faculty minutes	RSLs/SBD	Summer 2019
To improve monitoring and evaluation practices with a focus on disadvantaged learners	Learning walk to focus on disadvantaged learners Work scrutiny to focus on disadvantaged learners	Learning walks increase the focus of staff , middle and senior leaders on disadvantaged learners Provision for these learners can be tracked and monitored using these methods.	Learning walk analysis and work scrutiny analysis. Identify depts. and staff causing concerns	BXJ and SLT KEB/SBD/CMB	Ongoing
To focus on quality first teaching	Bespoke staff training linked to identified staff needs for development	Research shows that quality first teaching has the greatest impact on the results of all students.	Follow up Learning walks after the training. Identify where strategies are being used effectively.	KEB/BXJ	Summer 2019

To increase use of metacognition in lessons across the curriculum	Bespoke staff training	Latest EEF research shows that metacognitive strategies have significant impact on progress with minimal cost	Learning walks and lessons observations. Identify opportunities within SoW, short term, medium term and long term planning.	SBD	Summer 2019
To address gaps in knowledge of disadvantaged learners, including a focus on vocabulary gaps	Develop knowledge organisers and self quizzing for use as homework tasks across the school PiXL Unlock	Research shows that disadvantaged learners have knowledge gaps and vocabulary gaps. This strategy will address these gaps. Make homework accessible for all.	Homework data on progress checks Improved outcomes	SLT and Middle leaders	Summer 2019

Total budgeted cost £59,190

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for Disadvantaged Learners in Maths and Science	Targeted and staffed am. Intervention. Students will use Doodle, Maths Watch, PiXL Maths App, Tassomai to develop their understanding in these areas	Students have been selected based on the data from their Year 10 Exam results. Rewards for attendance offered in the form of vouchers	Tracking of students' progress in these subjects Monitoring the attendance to these sessions Offering support for attendance at these sessions Monitoring improvement by the PPE 1 and PPE2 and progress check data. Final exam results	SBD	Summer 2019
Improved 4+ Basics figure in English and Maths	Targeted small group intervention in English and Maths for those not achieving a grade 4 in English or in Maths	Students will be selected based on the results in their PPE 1 exams. Specialist intervention will take place during their 4 CORE PE lessons to improve their grade in English or Maths.	Tracking of students' progress in these subjects Monitoring the attendance to these sessions Offering support for attendance at these sessions Monitoring improvement by the PPE 1 and PPE 2 and progress check data. Final exam results	SBD/TMB/CEB	Summer 2019

Improved Science results	Purchase Tassomai programme for all disadvantaged learners Increased promotion of Tassomai for all students	students and parents offered the option to sign up for Tassomai Learning Programme for Science. Subscription will be paid. Students in the am. Intervention group can use this time to complete their recommended 20 minutes per day.	Tracking of students' progress in Science Monitoring improvement by the PPE 1 and PP2 and progress check data. Final exam results	SBD/SWG	Summer 2019
Improved attitude to learning for disadvantaged students	Initiation of the HUB PASS assessment for all disadvantaged students Identify strategies to support these students pastorally and academically	Pastoral data indicates that these students have a poor attitude to learning, possibly due to gaps in their knowledge which they are trying to hide and lack of support from home. A fortnightly meeting to take place Pupil attitude to school and self helping us to identify barriers to learning for these students, and then match with appropriate strategies.	Monitor exclusions, behaviour points and attendance via the pastoral dashboard. Learning walks, lesson observations, work scrutiny A4 page profile for the each disadvantaged learner identifying key strategies to support them	SBD/AKA/MDW/ GNR/AKB	Summer 2019
Improved results for CiC English	1:1 Tuition in English. Very good English tutor found.	1:1 Tuition effective if students are keen and the tutor is of good quality. 2 year 9, 2 year 10 and 1 year 11	Match the tutor and tutee carefully Set up regular liaison between subject teacher and tutor Improvement measure via progress checks	SBD	Summer 2019
Total budgeted cost					£49,022

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance for Disadvantaged Learners	Appointment of Attendance Officer -MCockwell Attendance panels Fining for holidays	We know that attendance is linked with performance and progress at GCSE. Disadvantaged Learners students have a lower attendance in school than non-Disadvantaged Learners students. This widen the gaps as they then miss lessons and key information. If	Pastoral data dashboard. Line meeting minutes from HOH meeting. Mid-year review	MDW	Summer 2019

		attendance improves students will make more progress.			
Improved access to the curriculum for Disadvantaged Learners students	Support and contributions towards, travel to school books, trips and Uniform students	It is a moral obligation to provide materials for these students that are provided by their parents.	RSLs, HoDs and HoFd to co-ordinate the support of materials needed for Disadvantaged Learners. Trip Leaders to co-ordinate provision for Disadvantaged Learners CLamb to co-ordinate uniform provision SPotter to record what has been received	RSLs	Ongoing
To improve the mental health, resilience and wellbeing of Disadvantaged Learners students	Contributions to a Teenage Life Centre (TLC) Chaplain work	Pastoral data indicates that these students have a poor attitude to learning, possibly due to gaps in their knowledge which they are trying to hide and lack of support from home.	Monitoring of the students who have taken part in the programme attitude to learning via the half-termly progress checks Completion of a PASS assessment before and after the programme.	GNR	Summer 2019
Total budgeted cost					£56,302

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved quality of teaching and learning across the school	Comprehensive monitoring and evaluation of teaching and learning	High. This approach saw improved results for the whole cohort, including those not eligible for PP. Our P8 score increased significantly from below average to above average.	We will continue with this approach next year and include CPD focused on identified areas for development	£47,013

Improved attainment across the curriculum	PixL strategies. RSL leaders and meetings.	High. The work with middle leaders focusing on students who were under achieving in each area of the focus group. There was improvement in all our focus groups- boys, PP, SEND, More able. Many subjects saw improvements.	We will continue with this approach and ensure a more sustained focus on GCSE pod and Tassomai.	£11,632
Improved results for students in Maths and Science	Faculty TAs in core subjects. One in Maths and one in Science	Mixed: HLTA established in Maths to work with smaller, selected group of students for a 6 week intervention programme. Maths results for SEND was a positive P8 score for the first time. TA in science - difficult to measure impact due to the nature of the support offered.	We will continue with this support. SENDCO to look specifically at TA deployment of Science TA.	£42,864

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes for Disadvantaged Learners students in Maths and Science	Targeted am.Intervention. Students will use Doodle, Maths Watch, PiXL Maths APP to develop their understanding in these areas	High: Students attending the AM. Intervention regularly and engaging improved their final grades in both Maths and Science from their first set of PPE exams.	We will continue with this approach. AM. intervention will start earlier.	£8,511
Improved 4+ Basics figure in English and Maths	Targeted small group intervention in English and Maths for those not achieving a grade 4 in English or in Maths	High: Students identified for intervention during their CORE PE lesson.	We will continue with this approach.	£18,174

Improved Science results	Purchase Tassomai programme for Disadvantaged Learners who wish to use it	High: 100% of students who completed 50% or more of the programme achieved a grade 9-5.	We will continue with this approach, but offer it to Year 10 in the Summer term.	£2,160
Improved results for CiC English	1:1 Tuition in English. Very good English tutor found.	Mixed: Best grade for CiC was in English Language.	We will continue to support CiC and post CiC who want to engage. This tuition will take place during the school day.	£3,455

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance for Disadvantaged Learners	HOH and Pastoral Assistant and Deputy Heads identified target on their appraisal	Mixed: Attendance overall improved. However attendance of disadvantaged students was still significantly below non-disadvantaged.	We will continue to monitor the attendance of disadvantaged learners as a discreet group. We will appoint an attendance officer to work across all houses to ensure consistency. Other new strategies will include the attendance panels with the local authority attendance officer and fining for holidays taken in term time.	£3,637
Improved access to the curriculum for Disadvantaged Learners	Support for Disadvantaged Learners and contributions towards, travel to school books, trips and Uniform	High: Disadvantaged students have started the school in the correct uniform and therefore feel the same as their peers. Students are provided with important equipment (pens, calculator, revision guides) so they can then access the exams. Trip access have improve their cultural experiences, as well as in some cases enhance their understanding of the curriculum.	We will continue with this approach next year.	£15,423
To improve the mental health, resilience and wellbeing of Disadvantaged Learners	Contributions to a Teenage Life Centre (TLC)	Mixed: Many of our most disadvantaged students accessed the TLC and this benefitted their emotional well being and mental health.	This support will now be carefully monitored through the HUB.	£14,215

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

