

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Queen Elizabeth's School				
Academic Year	2016/17	Total PP budget	£161, 928	Date of most recent PP Review	06/16
Total number of pupils	1573	Number of pupils eligible for PP	172	Date for next internal review of this strategy	06/18
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.719	-0.202	
Attainment 8 score average			35.09	44.23	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Attendance concerns				
B.	Attitude to learning concerns- manifests in increased behaviour points				
C.	PP students not accessing full curriculum				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for PP students, in particular those eligible for FSM are				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		
A.	Improved attendance of PP students in all year groups		The average PP students attendance improves from 89.56%		

<b>B.</b>	Reduce the differences in pastoral data (Detentions/House Points/Behaviour points/Isolation/Exclusion) between PP and Non PP	PP students average behaviour points are significantly reduced and the number of PP students excluded is reduced
<b>C.</b>	To improve attainment and progress of Year 11	The progress made by pupil premium students does not fall below the floor standard
<b>D.</b>	To develop a curriculum model and pathway suitable for Pupil Premium students	Reduce the curriculum next year for all students from 4 option subjects to 3
<b>E.</b>	Improved achievement in Maths and Science	PP students in Maths narrow the gap in their performance between them and their non PP peers.

5. Planned expenditure					
Academic year	2017-18				
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.					
<b>i. Quality of teaching for all</b>					
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 quality of teaching and learning across the school	Comprehensive monitoring and evaluation of teaching and learning	Research shows that quality first teaching has the greatest impact on the results of all students.	QE Classrooms implemented and planned Staff training on PiXL Thinking Hard strategies Learning walks Work scrutiny	SBD	Summer 2018
Improved attainment across the curriculum	PixL strategies. RSL leaders and meetings.	Increased focus on the attainment of PP 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 2018
Improved results for students in Maths and Science	Faculty TAs in core subjects. One in Maths and one in Science	Although we are aware from the EEF Toolkit that the impact of TAs is low, we are confident that if they are well trained and have a good subject knowledge they can work effectively with these students.	TA training half termly to improve quality of the TA provision TA observations	SBD/AKA	Summer 2018
<b>Total budgeted cost</b>					<b>£101,500</b>
<b>ii. Targeted support</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes for PP students in Maths and Science	Targeted am. Intervention. Students will use Doodle, Maths Watch, PiXL Maths App to develop their understanding in these areas	Students have been selected based on the data from their Year 10 Exam results. Those that are making 2 LOP or less in either Maths and or Science have been selected to attend these sessions. 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/BAB	Summer 2018
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. A new group of students will be selected after PPE2 for remaining 4 weeks.	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/TMB/CEB	Summer 2018
Improved Science results	Purchase Tassomai programme for PP students who wish to use it	PP 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 PPE2 and progress check data. Final exam results	SBD/SWG	Summer 2018

Higher profile of PP students academically and pastorally  To improve the mental health, resilience and wellbeing of PP students	Initiation of the HUB	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		SBD/AKA/MDW/ GNR/AKB	Summer 2018
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.	Match the tutor and tutee carefully Set up regular liaison between subject teacher and tutor Improvement measure via progress checks	SBD	Summer 2018
<b>Total budgeted cost</b>					<b>£32, 300</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attendance for PP students	HOH and Pastoral Assistant and Deputy Heads identified target on their appraisal	We know that attendance is linked with performance and progress at GCSE. PP students have a lower attendance in school than non-PP students. This widens the gaps as they then miss lessons and key information. If attendance improves students will make more progress.	Pastoral data dashboard. Line meeting minutes from HOH meeting. Mid-year review	MDW/AKB	Ongoing
Improved access to the curriculum for PP students	Support and contributions towards, travel to school books, trips and Uniform	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 supply of materials needed for PP students. Trip Leaders to co-ordinate provision for PP students. CLamb to co-ordinate uniform provision	RSLs	Ongoing

			SPotter to record what has been received		
To improve the mental health, resilience and wellbeing of PP students	Contributions to a Teenage Life Centre (TLC)	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 2018
<b>Total budgeted cost</b>					<b>£35,170</b>

6. Review of expenditure				
Previous Academic Year		2016-2017		
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 attainment across the curriculum	PiXL strategies. RSL leaders and meetings.	High: RSL meetings have initiated the 20s plenty list of varying groups of students for subjects to focus on. This includes PP, More able, SEND and Boys	Membership of PiXL and adoption of PiXL strategies to continue like DTT. Other PiXL strategies like Smith Proforma in Maths will continue. The use of PiXL Maths App, English Lit App, History and Geography App will be developed.	£10000

Improved results for students in English, Maths and Science	Faculty TAs in core subjects: one in Maths, one in Science	LOW: The impact of TA in Maths and Science has not been significant or measurable due to the whole group nature of the support offered.	HLTA to be established in Maths to work with smaller, selected group of students for a 6 week intervention programme. Students will be tested at start of the programme and again at the end to measure progress. TA deployed more effectively, ensuring that TAs are with students in all of their CORE lessons to promote consistency and teacher/TA effective communication. Closer monitoring via SENDCO	£54000
Improved outcomes for all groups of students and increase the percentage of students making 3LOP in Eng and Maths	CPD on differentiation and awareness of the toolkit strategies that support the PP support	Mixed: Staff more familiar with specific differentiation strategies. As well as PP support and how this can be effective. PP SLE established to work and support other schools and bring good practice back into school.	A need for greater importance of monitoring differentiation through learning walks was recognised. Monitoring of the quality of students books needs to be established. CPD will continue with a focus on the groups not making expected progress through Raising Standards Learning Conversations.	£1500
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Higher profile of PP students academically and pastorally	SLT members appointed to monitor the progress of these students	High: PP students' progress, pastoral data and attendance is monitored more closely and Ofsted recognised the improvement in attendance monitoring and increased attendance rates in the lower school. Academic data is the focus of RSL meetings and PP student feature in the 20s plenty for faculties to monitor.	The pastoral assistant Headteacher will now focus on the pastoral data of all groups of students including PP. A pastoral data dashboard will be produced and shared with HoH at regular meetings. Attendance mentoring will still continue with AHOH.	£24000
Improved outcomes for PP 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: all students who attended the am. Intervention made at least 1 grade improvement from their PPE result.	We will continue with this intervention. However the aim will be to start the intervention earlier (Nov) before PPE1 which will hopefully make greater impact.	£2500

Improved results for CiC in Core Subjects	1:1 Tuition in core	Mixed: Year 10 student and Year 9 students engaging in the tuition has been effective in providing them with an improved confidence and attitude to learning in Maths and English. The one year 11 CiC student did not want to participate in tuition.	We will continue with this on a needs basis. Two year 11 CiC will benefit from English Tuition (new tutor secured) One Year 10 student to continue with original tutor.	£4500
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance for PP students	HOH and Pastoral Assistant and Deputy Heads identified target on their appraisal Mentoring by AHOH those with highlighted as attendance concerns	Mixed: The attendance gap still exists between PP and non PP, but has reduced this academic year. Attendance across the board has improved, but more so for non PP than for PP.	There will be a continued focus on attendance next year and a bespoke part of the SIP will be a plan to improve attendance for all students.	£9500
Improved access to the curriculum for PP students	Support and contributions towards, travel to school books, trips and Uniform	High: PP 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. However only curriculum trips will be supported.	£10500

Increased staff awareness of the effective strategies to enable PP students to make progress.	Learning Forum attending by staff to improve practice and share good practice across the curriculum.	Mixed: Staff are certainly more aware of the strategies that enable PP students to make the most progress. The sheet produced by the Learning Forum has been shared across all faculties. Evidence of these strategies have been in seen in learning walks especially when PP has been the focus of these Learning Walks.		£1100
To improve the mental health, resilience and wellbeing of PP students	Contributions to a Teenage Life Centre (TLC)	Mixed: Some disadvantaged students need additional support with their mental health and wellbeing. The TLC offers great support for these students. The Resilience training was less effective and difficult to measure impact. Attendance from students was erratic and they missed lessons to attend.	We will continue with this approach and support from Warren Bell. The Resilience Training will not continue due to difficulty in measuring the impact.	£10500
Improve attendance at revision clubs, additional support after school, controlled assessment	Free use of the late bus for PP students	Low: PP students were not making effective use of the late bus. Very few PP students used it. Also fewer subjects having a controlled assessment requirement	We will not continue with this provision. Revision sessions/controlled assessment sessions to be offered at lunchtime, by invite. Revision sessions to be programmed throughout study stay period.	£1500

## 7. Additional detail

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