

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Queen Elizabeth's School				
Academic Year	2015/16	Total PP budget	£137,686	Date of most recent PP Review	06/16
Total number of pupils	1541	Number of pupils eligible for PP	187	Date for next internal review of this strategy	06/17
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			38%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			74% Eng 37.5% Maths	75.8% / 73.4%	
Progress 8 score average			-0.59	0.12	
Attainment 8 score average			39.82	52	
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 89.56% and need to be in line with their peers				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		

<b>A.</b>	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	A minority of students may be entered for other qualifications which count in progress 8 measure but are not part of standard curriculum, like the ECDL
<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	2016-17				
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 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	Quality first teaching has been recognised as the first step in improving the attainment of PP students.	Work scrutiny Learning walks Observations Faculty meeting minutes	SBD/AKB	Summer 2017
Improved attainment across the curriculum	PixL strategies. RSL leaders and meetings. iGCSE English entry	Increased focus on the attainment of PP students throughout the year via the RSL meeting and identification of 20s plenty (top 5 PP) Possible selection of PP students to enter for the iGCSE	Records of RSL meetings 20s plenty discussions in faculty minutes	RSL/BAB	Summer 2017
Improved results for students in English, Maths and Science	Faculty TAs in core subjects. Two TAs in Eng, one in Maths, 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/AKB	Summer 2017
<b>Total budgeted cost</b>					<b>£60,500</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 mock (PPE1) 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 PPE2 and progress check data. Final exam results	SBD/BAB	Summer 2017
Higher profile of PP students academically and pastorally	SLT members appointed to monitor the progress of these students	A team of key staff with responsibility for all aspects of Pupil Premium progress. Championing their support in the school.	Performance management objectives on Blue Sky	SBD/AKA/MDW	Summer 2017
Improved results for CiC in Core Subjects	1:1 Tuition in core	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 2017
<b>Total budgeted cost</b>					<b>£29,700</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	We know that attendance is linked with performance and progress at GCSE. PP students have a lower attendance in	HOH will monitor the quality of the mentoring delivered	MDW/JMW	Ongoing

	<p>Heads identified target on their appraisal</p> <p>Mentoring by AHOH those with highlighted as attendance concerns</p> <p>Focused attendance support for one Tudor House</p>	<p>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.</p>			
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.	PP faculty reps to co-ordinate the supply of materials needed for PP students. SPotter to record what has been received	Faculty Reps	Ongoing
Increased staff awareness of the effective strategies to enable PP students to make progress.	<p>1. Learning Forum attending by staff to improve practice and share good practice across the curriculum.</p> <p>2. Raising Achievement Group for PP- Specialised meeting with key staff to discuss effective strategies that are then shared with all staff</p>	Staff CPD. will ensure that staff have buy-in and are aware of effective strategies for PP students. Action research will also facilitate which strategies have been the most effective and will be shared with staff.	Observations of the Learning Forum Faculty minutes reporting where and when strategies have been shared Blue Sky updates	AKA	Ongoing
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 2017

Improve attendance at revision clubs, additional support after school, controlled assessment completion. Access to extra-curricular activities	Free use of the late bus for PP students	Important that these students are not disadvantaged by not being able to attend what is offer	Monitor use of late bus by PP students Review the activities that they are staying for.	SBD	Summer 2017
<b>Total budgeted cost</b>					<b>£24,630</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2015-2016</b>			
<b>i. Quality of teaching for all</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>	
Improved attainment across the curriculum	PixL strategies. RSL leaders and meetings. iGCSE English entry	High: Many students attaining iGCSE at grade C which would not have been possible via the other GCSE. Small gap between PP and Non PP in English. RSL meetings have initiated the 20s plenty list of students for faculties to focus on with the top 5 being PP.	Possibly entering some students for the iGCSE English next year. The RSL Meetings will continue Other PiXL strategies like Smith Proforma will be trialled next year	£3550	
Whole school approach to supporting all disadvantaged students	AfA programme	Low: Success criteria not met. The programmes emphasis on structured conversations did not work with our PP students due to their age and the catchment area of the school.	We will not continue with this programme.	£9000	
Improved results for students in English, Maths and Science	Faculty TAs in core subjects. Two TAs in Eng, one in Maths, one in Science	Mixed: Faculty TAs have had an impact in English, supporting PP and SEND students in their preparation for iGCSE. The impact of their role in Maths and Science was not as significant.	We will continue with this approach for one more year and see if we can replicate the success of English in Maths and Science	£54000	
<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	Mixed: PP students' progress, pastoral data and attendance is monitored more closely. Academic data is the focus of RSL meetings and PP student feature in the 20s plenty for faculties to monitor.	These staff were appointed in Summer term 2. We will continue with their focused role.	£24000
Improve completion of homework and support with homework, that these students may not get at home	Homework Support at lunchtime staffed by TAs	Low: Some SEN students accessed this facility and it was useful as a social engagement for some vulnerable students, but success criteria was not met in reducing behaviour points for lack of homework.	Not effective. Students did not make use of this facility and homework completion did not improve. We will not continue with this approach next year.	£3000
	Contribution to running of the late bus	High: Enabled students to access a range of after school clubs including revision sessions, maths club as well enrichment opportunities including sport, music and drama. Non PP students have to pay to use this bus, but is highly valued.	We will continue with this, but will target PP parents to let them know about this facility with a letter home	£1000
Improved results for CiC in Core Subjects	1:1 Tuition	Mixed: Where students were not making the expected levels of progress in Eng, Maths and Science a tutor was employed to support the students with their learning outside of school time.	Tuition was most effective where there was support and liaison between the tutor and classroom teacher. SBD to facilitate and monitor this liaison.	£1500
Access to an alternative curriculum	Vocational courses at Bournemouth and Poole College Skillforce	Mixed: the vocational course have allowed students to access a wider curriculum that has prepared them for Post 16 education. It has also developed their social and employability skills. The curriculum offered has been more appropriate to their needs.	Due to these programmes not being recognised in the P8 and A8 measures we will not continue with these courses. They take students out of school and impact on their core curriculum. Also students often have to repeat aspects of these course before moving onto to appropriate Post 16 course.	£12830
<b>iii. Other approaches</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>

Improved access to the curriculum for PP students	Support and contributions towards 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) 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.	£9500
To improve the mental health, resilience and wellbeing of PP students	Contributions to a Teenage Life Centre (TLC)	High: Some disadvantaged students need additional support with their mental health and wellbeing. We have found that some our disadvantaged students lack resilience in their attitude to learning. Sessions will support this	We will continue with this approach: but in additional to regular counselling form Warren Bell we will offer Resilience support via a programme of sessions with Diane Laird.	£10000

## 7. Additional detail

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