

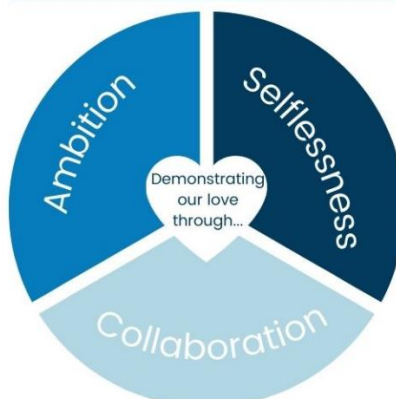
Pupil Premium Strategy Statement



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**

How will we succeed?



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Queen Elizabeth
Number of pupils in school	1279
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paula Smith
Pupil premium lead	Kate Simons
Governor / Trustee lead	Keith Baker

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,551
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,551

Part A: Pupil Premium Strategy Plan

Statement of Intent

Queen Elizabeth's School is dedicated to providing the best education for all, and the brightest future. Our mission "Our vision is to be a place where all people in our community progress and are engaged and fulfilled." is at the heart of everything we do. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children include; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.

- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Attendance and Punctuality</p> <p>Disadvantaged students across all year groups are more likely to have attendance below the national average.</p> <p>The overall attendance figure dropped during 2022/23 to 88.7% this was a drop of 0.4% compared to the previous year. Disadvantaged students were lower than the whole at 77.9%.</p> <p>There is also a higher rate of persistent absence amongst our disadvantaged students. As a percentage of the total Disadvantaged students the rate of PA was 54.1%. This compared to 28.5% in their non-disadvantaged peers.</p>
2	<p>Lesson Removal and Suspensions</p> <p>Disadvantaged students are disproportionately more likely to miss lessons through suspension, lesson removal or Internal Exclusion than their non-disadvantage peers (Autumn 2023).</p> <p>57% of the total suspensions for 2022/23 were disadvantaged students. This is disproportionate in relation to the total percentage of disadvantaged students across the school (23%). Disadvantaged students make up 43% of lesson removals for 2022/23.</p>
3	<p>Progress and Attainment 8 score gap</p> <p>In the academic year 2022-23 the schools P8 score of +0.28 places the school well above the local authority average -0.09 and the national average -0.03. However, the gap between our most disadvantaged and non-disadvantaged students is an area of concern. With gap being -0.31. The EBacc entry rate for the whole school was 30% and 16% for disadvantaged students. The pass rate at grade 4+ in English and Maths for disadvantaged students was 53% and at grade 5+ 39%. This compared to the whole school outcome of grade 5+ at 56% and 4+ at 77%.</p>
4	<p>Literacy and reading skills</p> <p>DS students' reading ages improve in line with their chronological ages. Improve attainment of DS students to bring in line with non-DS. DS English progress 8 scores continued to be well above national average. This year guided reading has been given a dedicated lesson in the timetable to ensure consistency for all students.</p>
5	<p>Resilience and independent learning habits in English and maths</p> <p>Many disadvantaged students lack resilience and good independent learning habits.</p> <p>Sparx Maths and Sparx Reader are least likely to be completed by our most disadvantaged students. As a result, this cohort is also most likely to be issued with homework detentions.</p>

	55% of disadvantaged pupils report that no one ever reads to them at home. 30% of disadvantaged pupils report that they do not read at home 3 times a week.
6	Engaging with our hard to reach families Parents of our most disadvantaged students exhibit low levels of school connectedness. Attendance at parents' evenings and positive engagement with school through parent surveys and parent voice groups is low. There is a need to develop a strategy to include the parents of our most disadvantaged students. In 2022, 27% of disadvantaged pupils' parents did not attend parents/carers progress meetings.
7	Careers and labour market deficit Labour market and employment sector analysis of Mid Devon indicates that it is dominated by low paid, low skilled job opportunities concentrated in food processing, agriculture and construction SMEs. Opportunity deprivation in terms of employment is the highest in Devon. There is a critical need for a varied and structured careers programme to increase student exposure to a wide range of employment sectors.
8	KS2/3 transition and Yr8/9 transition Due to a large rural catchment and split-site setting, QE requires a strong focus on transition processes. Supporting our most vulnerable at point of entry in Year 7 and Year 9 when they move to Western Road is crucial to disadvantaged students sense of belonging and ability to concentrate on their learning. Transition strategy to be developed across the pastoral, SEND and academic teams.
9	Complex family situations Pupils eligible for Pupil Premium at QE school have on average experienced more Adverse Childhood Experiences. As a result, these young people can find many aspects of school challenging.

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
Improve rates of attendance and punctuality across all student groups with a focus on DS	Attendance gap between DS and non-DS will decrease. DS students' attendance remains in line or better than the local and national benchmarks. Persistent absence for disadvantaged students will reduce to 30%.
Pastoral support systems in place to better support disadvantaged students access to a successful school life	Reduction in number of timeout referrals of disadvantaged students. Fewer disadvantaged students receive multiple isolations. All students who reach threshold for Wave interventions complete these. Reduction in the number of suspensions received by disadvantaged pupils.
Disadvantaged students make progress in-line with national and local averages.	The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with non-disadvantaged peers. Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average. Increase EBacc entry of disadvantaged students to at least 50%.
Close the gap between DS and non DS literacy and Oracy levels	DS students reading ages will show improvement. The gap between DS and non DS students average reading age will narrow.
Improvement in engagement with home learning and reduction in lesson removals.	Sparx Maths and reader completion rates will increase especially for DS. Reduction in Homework detentions sat. Reduction in lesson removals.

Better connections with the school's wider community to ensure all have their voice heard	Increase of parental engagement at school events such as parents' evenings to 70%. Specific events targeted at DS parents to ensure their voice is heard.
Students and families feel fully supported and informed about transitions whilst at QE	All students feel part of our school community. There are opportunities for student voice and student leadership. There is a clear culture of inclusion and celebration. Disadvantaged students are represented fully and proportionally in all wider aspects of school life and this is monitored
All staff and students have a better understanding of trauma and its impact.	All staff will have completed CPD around trauma informed practices. All staff will have attended three workshops on trauma informed approaches of building relationships.

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

Budgeted cost: £126,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining High Quality Teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.	1-6, 8
Incremental Coaching for all teaching staff	"Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF, 2019	1-6
Planning for all CPD	EFF 'when it is most effective, the pupil premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'	1, 2, 3, 5

Targeted academic support

Budgeted cost: £63,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia	Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies	2,4

Sparx Reader	Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4
Academic Mentor and Tuition	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4-6

Wider strategies - related to attendance, behaviour and wellbeing

Budgeted cost: £63,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Attendance Strategy	2022 guidance from the DfE states that 'As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	1,3,5 &6
Extra-Curricular Activities and curriculum enrichment	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." —Martin Luther King. To build cultural capital, students need knowledge, and access to opportunities to develop attitudes, tastes, values and language. Pupils at QE need access to experiences to enable them to accumulate these skills. Current data shows that 33% of PP students have engaged in our extra curricular programme this year considering all clubs on offer across all subjects. The figure for all students displays 41.7 %. We therefore need to address this gap and aspire to achieve a similar % of PP students accessing clubs as non PP.	5, 6, 7
Attendance Engagement Service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 6, 9

Support with uniform	Having a school uniform has been shown to have a positive effect on self-esteem, identify and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.	2, 5, 6, 7, 9
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Total budgeted cost: £252,551

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the progress measure for our 51 disadvantaged students was -0.32 and the attainment score was 41. The EBacc entry rate was 16% which is half of the rate for non disadvantaged students in the school

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that for progress, disadvantaged students at QE performed better than disadvantaged students nationally gaining a P8 score of -0.32 compared to -0.55. On average, non-disadvantaged students nationally gained a score of 0.17 and in Devon 0.1.

In terms of attainment, disadvantaged students at QE gained an A8 score of 41 compared to Devon average of 49.3 and a national average of 50.2 for non-disadvantaged students.

39% of disadvantaged students at QE gained GCSE English and maths at a grade 5+ compared to 30% of disadvantaged students nationally. The figure for non disadvantaged students in Devon and at a national level is 52% and at QE 57%.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to target disadvantaged students more strategically in our raising standards plan in Year 11 especially in relation to engaging parents and ensuring that this cohort access interventions in English and maths.

We have reviewed our raising standards strategy to ensure that parents of disadvantaged students will be personally invited to Year 11 parents evening and that classroom teachers are using Horsforth charts to identify disadvantaged students most at risk of underachieving. Our careers personal guidance and apprenticeship information will prioritise this cohort.

This details the impact that our Pupil Premium activity had on pupils in the 2022-23 academic year.

Intended Outcome	Success Criteria	22-23	23-24	24-25
Improve rates of attendance and punctuality across all students' groups with a focus on DS	Individuals and groups of students show an improvement in attendance and punctuality.			
	Clear systematic approach is used by all staff in supporting good attendance for all students			
	Parents and students have clear information enabling a better understanding of 'attendance' allowing improved support.			
Pastoral support systems in place to better support disadvantaged students access to a successful school life	Coaching continues to highlight and identify areas of strength and development across all teaching staff			
	DS students are less likely than to be sent to RTL than in previous years			
	There is a reduction in the percentage rates of DS students with multiple suspensions			
	DS students are proportionally represented in extra-curricular activities and school teams			
Disadvantaged students make progress in-line with national and local averages	The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with non-disadvantaged peers			
	Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.			
Close the gap between DS and non DS literacy and oracy levels	DS students reading ages will show improvement.			
	The gap between DS and non DS students average reading age will narrow.			
Improvement in engagement with home learning and reduction in lesson removals.	Sparx Maths and Sparx reader completion rates will increase especially for DS.			
	Reduction in Homework detentions sat. Reduction in lesson removals for DS students in particular			

Better connections with the school's wider community to ensure all have their voice heard	Increase of parental engagement at school events such as parents' evenings.			
	Specific events targeted at DS parents to ensure their voice is heard are in place and attended.			
Students and families feel fully supported and informed about transitions whilst at QE	There are opportunities for student voice and student leadership and DS students are represented with-in this.			
	There is a clear culture of inclusion and celebration. Disadvantaged students are represented fully and proportionally in all of these wider aspects of school life.			
	Parent and student views are collected and acted upon in relation to transition process.			
All staff and students have a better understanding of trauma and its impact.	All staff will have completed CPD around trauma informed practices.			

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Lexia	Lexia
SPARX Reader	
SPARX Maths	
Language Link Secondary	

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have 16 students eligible for service children premium within our school.

	The SCP was used to support improvements in high quality teaching to ensure those students make sustained progress.
What was the impact of that spending on service pupil premium eligible pupils?	Supporting our SCP eligible students in being able to fully engaged in all aspects of school life. To make progress in line with their peers and create. In October 2023 we have appointed a staff link for service children to support there welfare needs.