Pupil premium strategy statement (Secondary)

School overview

School name	The Queen Elizabeth Academy
Pupils in school	664
Proportion of disadvantaged pupils	28.8% (191)
Pupil premium allocation this academic year	176064
Academic year or years covered by statement	2020/2021
Publish date	14/09/20
Review date	14/09/21
Statement authorised by	N Harding
Pupil premium lead	B Gibson
Governor lead	Ted Walker

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance	Prior Attainment Information
Progress 8	39.72	
Ebacc entry	11 Students (31.4%)	
Attainment 8	38.74	4.31
% Grade 5+ in English and maths	25.7	

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Attendance	Improve overall attendance rates of disadvantaged students and reduce the no of disadvantaged students who are persistent absentees. Whole school attendance to be inline if not better that national 96% + PA to decrease to be inline if not below national (10.9%), England (8.2%) Improve punctuality, to ensure all children are in school and ready to learn on time.	Teachers use tutor time every Monday to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to school.	600 N/A	Attendance office to conduct late gates, support parent meetings and conduct home visits Attendance lead & AP lead to promote and monitor whole school attendance through assemblies, displays and family support	5000 6000	Attendance rewards system. Rewards for improved attendance and 100% attendance W.A.S (Warwickshire attendance service)	6000 3762
Gap in KS4 attainment	Reduce the gap in attainment and progress to in line with the national average.	Increase support in English and Maths Improve literacy levels	4000 830	Intervention sessions to prioritise disadvantaged students	1500	Additional concrete learning materials such as CGP texts, knowledge retrievers and workbooks	6800

	Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	of PP students through purchase of Literacy Learning Platform e.g Bedrock Learning Use of digital platforms to set HL and projects CPD for quality first T&L including Rosenshine staff training for effective PP Catch up work	4000 12000	Use of CL staff at form times for targeted intervention with year 11. Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs	500 1650	In form whole class reading text novels x 5 per year group	3400
Engagement of families	Increase engagement of disadvantaged student families and removing barriers to learning in the home Support families in removing digital poverty in the homes in light of covid19 and the possible need for blended learning as well as long term progress in school	Stationary packs provided to all students throughout year and replacement equipment given to PP students free of charge Revision guides and pack of past papers for each subject from year 9 All pupils are exposed to first-hand experience. Pupils are	500 8000 7000	Mentor to act as feedback at parents evening where parent does not attend Direct invite to Community support evenings (post covid restrictions) Technology and Learning Environment Audit with students and families to assess the needs in each individual	N/A 1500 500	Uniform replacements under new uniform policy and where this cost cannot be covered by families Foldable study desks for bedrooms for students who have no usable table or space to study at home Peripatetic music	1800 2800 3000

		exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences. Access to the brilliant scholars club for HA PP students	2100	household to support learning and attainment. Technical support and technology supplies where there is not a suitable platform for accessing work and study from home. Purchase 4G dongles for PP households ahead of possible local / national lockdown. Purchase laptops for loan in event of covid isolation or lockdown (number of households 115 from lockdown data)	1400 13300 25000	lessons Transport costs for after school activities Improve Out of the classroom learning such as school trips and enrichment opportunities	600 3500
Intervention and support post Covid 19	Educational and emotional wellbeing support to ensure the achievement of KS4 outcomes Aspects of the curriculum not covered due to Covid19 to be addressed	Priority careers guidance, including talks from successful business leader from the local community	2600	Mentoring programme for whole of year 11. Priority for all intervention sessions	400 N/A	New rewards and behaviour system Horizontal form groups	N/A

	through a Blended Learning approach. Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	and ex-students 'Launch your career' online platform to aid PP students to investigate their aspirations Citizenship lessons introduced to the curriculum for all year groups. Use of digital platforms to set HL and projects CPD for quality first T&L including Rosenshine staff training for effective PP Catch up work	 3000 N/A 1300 Costed above			New pastoral system Breakfast club available each morning before school begins (once allowed post covid)	2400
No of FTE for disadvantaged students	Reduce the number of FTE for disadvantaged students / reduce the number of FTE exclusions for repeat offenders	Use of Isolation room to prevent FTE and to reintrograte after FTE. Alternative provision where it is necessary.	250 3000	Mentoring of these students to be done by SLT members and support students throughout the entirety of year 11.	N/A	New behaviour system. Change in expectations including providing uniform where students are	N/A Costed Above

					attending school in incorrect uniform and families are unable to provide corrections.	
		49180		57450	34062	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	*Achieve top quartile for progress made by disadvantaged pupils amongst similar schools*	*Sept 21*
Attainment 8	*Achieve national average for attainment for all pupils*	*Sept 21*
% Grade 5+ in English and maths	*Achieve average English and maths 5+ scores for similar schools*	*Sept 21*
Other	*Improve attendance to national average*	*Sept 21*
Ebacc entry	*Better national average EBacc Entry for all pupils*	*Sept 21*

Teaching priorities for current academic year

Measure	Activity	Predicted cost
Priority 1 - Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	- Use of digital platforms to set HL and projects - Technical support and technology supplies where there is not a suitable platform for accessing work and study from home. - Purchase 4G dongles for PP households ahead of possible local / national lockdown - Purchase laptops for loan in event of covid isolation or lockdown (number of households from lockdown data 115) - Technology and learning environment audit with students and families to assess individual need within house to support learning - Priority careers guidance, including talks from local community business leaders and ex students - Citizenship lessons introduced to the curriculum for all year groups. - Improve literacy levels of PP students through purchase of Literacy Learning Platform e.g Bedrock Learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ - http://www.suttontrust.com/researchpaper/life-lessons/*epartment*	£24330
Priority 2- Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	- Improve literacy rates through accelerated reader, reading scheme in tutor time. Purchase of Literacy learning platform e/g/ bedrock learning - CPD for quality first T&L including Rosenshine staff training for effective PP catch up work	*£28530*

	• Priority careers guidance, including talks from local community business leaders and ex students • Launch your career online platform for aspirations and future focus • Increase support in English and Maths through SGS targeting specific PP students alongside other in key target areas. • Revision guides and past paper packs for each subject from year 9. • Assess to 'Brilliant Scholars' club for HA PP students. • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	
Priority 3 - Improve overall attendance rates of disadvantaged students and reduce the no of disadvantaged students who are persistent absentees.	• Teachers use tutor time every monday to support a positive view of school attendance and address barriers that children may be facing that impact upon their attendance. • Attendance officer to conduct late gate, support parent meetings and conduct home visits • Monitor of whole school attendance through assemblies, displays and family support at community nights • Attendance rewards system with weekly, monthly and half termly rewards and a designated attendance day for tutorials. • Use of inclusion room to prevent FTE and for re-entry after long term or PA. • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf • http://www.suttontrust.com/researchpaper/life-lessons/	*11850*

Priority 4 - Reduce the number of FTE for disadvantaged students / reduce the number of FTE exclusions for repeat offenders	• Use of Isolation room to prevent FTE and for support of re-entry after FTE. • Alternative provision where it is necessary. • New behaviour policy and restorative justice to prevent FTE in the first instance. • Mentoring of Key group to be done by SLT throughout year 11. • Raised standards and expectations for students and families to create a culture within the school and community • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • http://www.suttontrust.com/researchpaper/life-lessons/	*3650*
Priority 5 - Increase engagement of disadvantaged student families and removing barriers to learning in the home	• Support families in removing digital poverty in the homes in light of covid19 and the possible need for blended learning as well as long term progress in school. • Stationary packs provided to all students • Revision guides and pack of past papers for each subject from year 9 • All pupils are exposed to first-hand experience. Pupils are exposed to the outside world through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences. • Texting programme of parents across KS4 to enhance engagement ahead of GCSE exams • Direct invite to community support evenings • Technology and learning environment audit with students and families of PP students to assess individual circumstances and need. • Uniform replacements under the new uniform policy where the cost cannot be met by the families • Breakfast club available to all students before the start of the school day.	*22500*

	• https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	
Barriers to learning these priorities address	• Curriculum Content amendment as a result of Covid19 • Attendance and PA • 1/3 of cohort from a Low socio-economic demographic – limited Cultural Capital	
Projected cumulative spending		

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1 - Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	• Mentoring Sessions for all year 11 with PP students and those with high behaviour points prioritised for SLT. • In subject literacy programme to support the low attaining disadvantaged pupils across KS3 • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/	*16730*

Priority 2- Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	• Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs • Intervention sessions to prioritise disadvantaged students • Use of CL staff at form times for targeted intervention with year 11. • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/	1650
Priority 3 - Improve overall attendance rates of disadvantaged students and reduce the no of disadvantaged students who are persistent absentees.	• Attendance office to conduct late gates, support parent meetings and conduct home visits • Attendance lead & AP lead to promote and monitor whole school attendance through assemblies, displays and family support • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • http://www.suttontrust.com/researchpaper/life-lessons/	*6000*
Priority 4 - Reduce the number of FTE for disadvantaged students / reduce the number of FTE exclusions for repeat offenders	• Mentoring of these students to be done by SLT members and support students throughout the entirety of year 11. • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/	*600*

	• https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	
Priority 5 - Increase engagement of disadvantaged student families and removing barriers to learning in the home	• Mentor to act as feedback at parents evening where parent does not attend • Direct invite to Community support evenings • Technical support and technology supplies where there is not a suitable platform for accessing work and study from home. • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/	*Costed above*
Barriers to learning these priorities address	• Curriculum Content amendment as a result of Covid19 • Attendance and PA • 1/3 of cohort from a Low socio-economic demographic – limited Cultural Capital	
Projected cumulative spending		

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1 - Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.	• New rewards and behaviour system • Horizontal form groups • New pastoral system	400

Measure	Activity	Predicted cost
	• https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ • http://www.suttontrust.com/researchpaper/life-lessons/	
Priority 2- Children have the opportunity to engage in a broad and balanced knowledge rich curriculum.	• Additional concrete learning materials such as CGP texts • In form whole class reading text novels x 5 per year group	10200
Priority 3 - Improve overall attendance rates of disadvantaged students and reduce the no of disadvantaged students who are persistent absentees.	• Attendance rewards system. Rewards for improved attendance and 100% attendance • W.A.S (Warwickshire attendance service) • https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	9750
Priority 4 - Reduce the number of FTE for disadvantaged students / reduce the number of FTE exclusions for repeat offenders	• New behaviour system. • Change in expectations including providing uniform where students are attending school in incorrect uniform and families are unable to provide corrections. • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • http://www.suttontrust.com/researchpaper/life-lessons/	2200
Priority 5 - Increase engagement of disadvantaged student families	• Uniform corrections where this cannot be covered by families • Foldable study desks for bedrooms for students who have no usable table or space to study at	7100 with other components

Measure	Activity	Predicted cost
and removing barriers to learning in the home	home • Peripatetic music lessons • Transport costs for after school activities • Improve Out of the classroom learning such as school trips and enrichment opportunities • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ • https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	costed above
Barriers to learning these priorities address	• Curriculum Content amendment as a result of Covid19 • Attendance and PA • 1/3 of cohort from a Low socio-economic demographic – limited Cultural Capital	
Projected cumulative spending		

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Engaging staff in pedagogy that will support their own CPD Cost of quality first CPD	Use of INSET days and Monday meeting sessions effectively Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school. Utilise the ATT Institute& the Apprenticeship Levey for CPD.

Targeted support	Ensuring enough time for school leaders to support small groups	All year groups have a least 1 additional member of staff and intervention groups are mapped out by the SLT team in consultation with CLs
	Ensure interventions are purposeful and led by the right member of staff	
	Timetabling issues	SL & MLs work together to create whole school and intervention timetables.
Wider strategies	Engaging the families facing most challenges	Work closely with parents & other local schools on cross-school outreach programmes.
		Utilise new digital platforms to support communication with parents following the COVID19 communication successes.
	Cost implications for families and the academy.	Utilise various avenues to income such as PP and grants to subsidise enrichment opportunities for families
	Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.	SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Quality first teaching leading to improved outcomes	*Costs not included in plan*	Projected Results 2020 demonstrate the majority of key groups make above expected progress. The attainment gap between	Tried and tested successful strategies will be implemented to increase progress in English and the EBacc subjects.

		disadvantaged and non- disadvantaged pupils has closed from the previous year but a gap still remains netherless. Progress gaps for key groups are accurately identified and monitored. Girls continue to perform strongly with strong positive progress scores while the boys progress is less so. SEN and EAL pupils make progree above national averages with high levels of support removing barriers to learning. Focused after-school slots used to drive student progress	Whole school interventions have been put in place throughout the year however this could be expanded to include more subjects within EBAC and wider. Further work should be done on the literacy levels across the board making in a whole school focus as well as using some tutor time. Further gains can be made in the lower school with a 5 year approach to reduction in attainment gaps earlier.
To close the attainment / progress gap for disadvantaged pupils in line with or better than national averages.	*Costs not included in plan*	High quality intervention strategies that are responsive to the emerging needs of students had a positive impact on pupils progress. Disadvantaged pupils actively targeted and represented as part of every intervention to improve outcomes. Progress gaps for key groups are identified and monitored. Intervention was well planned, targeted and documented. Increase in performance as a result of targeted interventions such as tutor	Attendance issues for disadvantaged pupils continue to exist and strategies must be put in place to address this moving forward as part of a whole school drive. The performance of disadvantaged pupils varies within departments and there is the opportunity to share best practice. Mentoring structure of year 11 to have disadvantaged students as a priority and possible to continue for disadvantaged students throughout the year. To look beyond the learning at the other

		time, priority careers support and Top Ten to Target. Pupils received more intervention time through tutor time provision. EBacc focused mock exams and individual after-school slots were all used to drive student progress.	barriers preventing progress of individuals Consider adjustments of target grades of disadvantaged students taking into account the lower than peer KS2 scores.
Bespoke intervention strategies to support individual pupil's needs.	*Costs not included in plan*	Vulnerable pupils were supported during the transition between primary and secondary school leading to more confident learners. The JLT enables disadvantaged pupils to gain leadership experiences including public speaking and managing others. Students arrive at lessons fuelled and ready for their lessons. This provided the opportunity for staff to talk to pupils outside of lessons leading to positive professional relationships being formed.	Further opportunities for disadvantaged pupils to be sought. Continued promotion of breakfast club to ensure that all pupils are fuelled ready for the school day. (once covid restrictions allow)
Cumulative Cost	*Unknown*		