

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Queen Elizabeth Academy
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	31.8%
Academic year/years that our current pupil premium strategy plan covers	2021 2022 2023 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr N. Harding
Pupil premium lead	Mrs B. Gibson
Governor / Trustee lead	Ted Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,833
Recovery premium funding allocation this academic year	£ 21870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b>          If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p><b>£ 198,703</b></p>
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<p><b>Additional Funding – School Led Tutoring Grant</b></p>	<p>£</p>
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# Part A: Pupil premium strategy plan

## Statement of intent

### Intent:

Our Pupil Premium intent is to ensure that no matter the academic, social or economic barrier to learning all students are equipped to compete at the highest level. The provision made for our Disadvantaged pupils instils our schools' values of Pride, Endeavour, Resilience, Kindness. Disadvantaged pupils are supported with focus on the whole child achieving their potential. We aim to provide all our learners but especially our economically Disadvantaged pupils with the necessary knowledge and skills to succeed through our broad and balanced curriculum.

1. To raise the progress, attainment and close the achievement gap of disadvantaged pupils allowing them to reach their potential.
2. Ensure that the funding provided for these pupils has a measurable impact on their outcomes, conduct & wellbeing.
3. To provide additional educational support inside or outside of the normal curriculum including extra curricula opportunities.
4. To ensure all disadvantaged pupils have access to the same broad, balanced, ambitious and inclusive curriculum that support excellent conduct, attendance & attainment
5. To utilise the funding to address any underlying economic and social inequalities between eligible pupils and their peers

### Implementation:

1. Teaching & learning – Continuing to embed a quality first teaching approach to learning alongside a broad and balanced curriculum that is inclusive to all learners especially those who are economically or socially disadvantaged.
2. Targeted academic support & intervention – Targeting & evaluating the impact of targeted interventions from additional staffing or quality external providers to raise the progress & attainment of eligible pupils.
3. Wider – attendance, behaviour, wellbeing – Intervening with pupils to ensure excellent attendance, good punctuality, excellent behaviour and removing barriers to in class or extra curricula learning.

### Impact:

1. Specific, measurable and achievable goals or outcomes
2. Realistic expectations of what can be achieved from an intervention
3. Clear time bound expectations and measurable end points
4. Evaluated based on the impact it has on pupils using quantitative and qualitative measures

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Progress &amp; Outcomes</b> - Maintaining a progress 8 score that is in line with national NPP whilst continuing to close the in-school gap between PP & NPP. The quality of teaching & learning has the greatest impact on our PP students meaning quality first teaching, feedback and assessment and small group tuition are key to improving outcomes.
2	<b>Attendance &amp; Missed Learning</b> – During 2020/21 our PP students had 59% more instances of Covid related absence on average than NPP. Our FSM students also had 47% more recorded instances of Covid related absence than NFSM. Our online engagement data shows that our PP students attended 14% less online lessons on average across Spring 2021 than NPP and FSM was 22% less on average than their NFSM peers. Absence historically is a major barrier in all years for disadvantaged pupils.
3	<b>Digital Technology Gap</b> - Access to digital technology for remote learning or home study continued to be an issue for our PP students. Over 100 PP eligible learners had an issue with access to IT during both lockdowns and this is 65% higher than the NPP students.
4	<b>Behaviour</b> - Behaviour points have reduced for our PP students but on average our PP students achieve 1/3 more points as their peers. Exclusions are reduced & continue to be low but a higher proportion of PP pupils require higher levels of behaviour intervention & support compared to NPP.
5	<b>Economic Barriers</b> – Access to curriculum materials, learning resources, uniform, food, transportation and uniform are all typical barriers for a select group of our eligible students. Support is provided through our pastoral system, and PP lead.
6	<b>Increased Safeguarding &amp; Mental Health Issues</b> – The number of pupils being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.
7	<b>Reading and Oracy</b> – Post lockdown PP eligible learners are 28 months behind their NPP peers on average in their assessed reading age this September. FSM eligible pupils are a whole 22 months below their NFSM peers on average and on average are below their chronological age for reading.

## 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
PP students in Year 11 demonstrate outcomes that are broadly in line with their NPP peers.	<ol style="list-style-type: none"> <li data-bbox="635 232 1420 336">1. The in-school gap does not widen when comparing PP and NPP past 0.4 through mitigating lost learning &amp; prioritising tutoring for PP.</li> <li data-bbox="635 398 1420 479">2. Our PP students achieves a P8 score in line or better than of national NPP.</li> </ol>
PP students in Year 7 to 10 worse impacted by Covid related absence and reduced levels of academic progress are intervened with and enable them to progress and attain in line with their expectations or targets.	<ol style="list-style-type: none"> <li data-bbox="635 501 1420 604">1. Academic data from KS3 &amp; KS4 show that students that are targeted with School Led Tutoring have demonstrated a measurable improvement in progress &amp; attainment Our PP students across the school are achieving their age-related expectations or GCSE targets by the end of the tutoring &amp; intervention process.</li> <li data-bbox="635 649 1420 730">2. related expectations or GCSE targets by the end of the tutoring &amp; intervention process.</li> </ol>
Attendance for PP is in line with NPP	<ol style="list-style-type: none"> <li data-bbox="635 777 1420 857">1. Data analysis shows each term that PP absence is broadly in line when comparing PP to NPP.</li> </ol>
All PP students are provided with access to the IT they need in order to study at home	<ol style="list-style-type: none"> <li data-bbox="635 880 1420 960">1. Laptops are loaned as a long-term loan to our PP eligible pupils to support their home study.</li> <li data-bbox="635 960 1420 1041">2. Laptops have a measurable impact on those students.</li> </ol>
PP eligible pupils' behaviour is as good as NPP learners conduct across the school.	<ol style="list-style-type: none"> <li data-bbox="635 1052 1420 1169">1. Class charts KPI and pupil level data analysis indicates that our PP eligible students have the same number of points than our NPP when averaging the data.</li> <li data-bbox="635 1196 1420 1312">2. Learning walk and PAS data analysis shows a high level of expectations and effective routines for learning in place for all pupils.</li> </ol>
Ensure that economic disadvantage of materials, resources or basic school equipment does not prevent pupils accessing the same broad and ambitious curriculum as their affluent peers.	<ol style="list-style-type: none"> <li data-bbox="635 1344 1420 1491">1. Pupil voice from a range of subjects indicates that PP students have the equipment, resources, uniform, transport and materials required to access school &amp; the curriculum Heads of Department and classroom teachers can</li> <li data-bbox="635 1491 1420 1572">2. articulate the support we put in place to support our pupils in accessing the curriculum.</li> </ol>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £63,168.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum 2021</b></p> <ul style="list-style-type: none"> <li>• New curriculum delivery based on gaps</li> <li>• Regular data monitoring &amp; intervention in all year groups.</li> <li>• Books and outcomes show no difference in the work or expectations of students.</li> </ul>	<p>EEF – <i>“Good quality T&amp;L has the most impact on learning”</i></p>	<p>1,3,6</p>
<p><b>CPD - Inclusive T&amp;L</b></p> <ul style="list-style-type: none"> <li>• Walkthrus CPD – Quality First Teaching</li> <li>• Internal and ATT Trust wide CPD</li> <li>• Addressing educational disadvantage – Quality First Teaching</li> </ul>	<p>EEF – <i>“inclusive &amp; adjusted practice leads to improved progress &amp; outcomes”</i></p>	<p>1,3,6</p>
<p><b>CPD - Routines for Learning</b></p> <ul style="list-style-type: none"> <li>• Walkthrus CPD – Routines for Learning</li> <li>• Embedding effective classroom routines that are consistent across all classrooms</li> <li>• Strategies that deescalate, enhance classroom relationships and equip staff with effective techniques that lead to engagement and progress</li> <li>• Alternative provision in inclusion room match classroom learning and restorative programmes available</li> </ul>	<p>EEF – <i>“+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour”</i></p>	<p>1,4,6</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Guided reading in lessons</li> <li>• Tutor time reading</li> <li>• Promoting reading for all</li> <li>• Embed reading in the curriculum</li> </ul>	<p>EEF – <i>“+6 months impact on learning and high evidence that it increases comprehension of texts”</i></p>	<p>1,3,6</p>

<p><b>Clear Identification of Pupils</b></p> <ul style="list-style-type: none"> <li>• Consistent class charts seating plans and use of pupil passports used in lessons with strategies taken from 'Barrier Removal' that adjust learning for individuals</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <i>"Clear identification of small students to prevent pupils being lost"</i></p>	<p>1,3,6</p>
<p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>• Attendance officer (proportion)</li> <li>• Assistant headteacher (proportion)</li> <li>• Inclusion manager (proportion)</li> <li>• Teaching assistant (whole 0.4)</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <b>EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</b></p>	<p>all</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mentoring and Aspirations</b></p> <ul style="list-style-type: none"> <li>• Data driven mentoring for year 11 with low progress / mental health support</li> <li>• PP Boys – mentoring</li> <li>• At risk NEETs - careers support</li> </ul>	<p><b>EEF – "+2 months for CCC Boys role for mentoring at risk NEET pupils"</b></p>	<p>All</p>
<p><b>DI School Led Tutoring</b></p> <ul style="list-style-type: none"> <li>• 75% tutoring grant &amp; 30% PP/Recovery Premium</li> <li>• English</li> <li>• Maths</li> </ul>	<p><b>EEF – "+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block"</b></p>	<p>35 (Aut. 21 students) Y7 – 8</p>

<p><b>School Led Tutoring</b></p> <ul style="list-style-type: none"> <li>• 75% tutoring grant &amp; 30% PP/Recovery Premium</li> <li>• Existing staff contracted for @ £200per day all subjects with a focus on:</li> <li>• English • Maths</li> <li>• Science</li> <li>• Hummanities</li> <li>• MFL</li> </ul>	<p><b>EEF – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block”</b></p>	
<p><b>Academic Mentor</b></p> <ul style="list-style-type: none"> <li>• 95% NTP grant and 5% plus on costs PP/Recovery premium funds.</li> <li>• Academic Mentor for English or Science</li> </ul>	<p><b>EEF – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block”</b></p>	
<p><b>Accelerated Reader</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reader for year 7/8 pupils</li> <li>• Support for those reading below chronological ages</li> <li>• Reading in/out of English lessons with regular assessment/monitoring from lead</li> </ul>	<p><b>EEF – “+6 months impact on reading &amp; comprehension strategies”</b></p>	<p>148 students in Y7-Y8</p>
<p><b>Data Analysis &amp; Tracking Software – Class Charts, SISRA &amp; FFT Analytics</b></p> <ul style="list-style-type: none"> <li>• Class charts funded to allow for login of positive/negative behaviours, data seating plans &amp; accurate tracking</li> <li>• Accurate analysis of 3-year trends in conduct and attendance – FFT Analytics</li> <li>• Academic data analysis of progress, attainment and analysis of key groups or individuals – SISRA</li> </ul>	<p>NA</p>	<p>All</p>
<p><b>Intervention Fund</b></p> <ul style="list-style-type: none"> <li>• Weekend/Holiday/Evening intervention classes</li> <li>• Additional curriculum or intervention resources</li> </ul>	<p><b>EEF – “+4 months impact on learning from a structured small group tuition”</b></p>	<p>Targeted pupils 9-11</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£ 70,534.19**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Learning Resources &amp; Material Barriers</b></p> <ul style="list-style-type: none"> <li>Year 7 New Starter equipment Y7 - @150</li> <li>In year learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc. Art, Food &amp; Textiles – 210 Maths – 336</li> <li>Revision guides &amp; packs created for pupils 9- 11</li> <li>Bus passes @5</li> <li>Uniform, shoes &amp; PE kits &gt;100</li> </ul>	<p><b>DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils</b></p> <p>“Removing financial barriers reduces stress... promotes the feeling of being care for... supports adult aspirations... allows curriculum engagement”</p>	2,3,5,6
<p><b>Access to Quality IT at Home</b></p> <ul style="list-style-type: none"> <li>&gt;70 brand new laptops purchased as a up to 5-year long term loan</li> <li>Rolling program of identification &amp; loan at present until need is met</li> </ul>	<p><b>EEF (2021) Supporting School Planning</b> “79% of work in schools requires a laptop for research or writing”</p>	1,2,5
<p><b>Enhanced Exam Access Screening</b></p> <ul style="list-style-type: none"> <li>Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment</li> </ul>	NA	KS4 – 1,2,7
<p><b>Pastoral, Welfare &amp; Mental Health</b></p> <ul style="list-style-type: none"> <li>Funding utilised to support pupil’s pastoral, wellbeing &amp; mental health through staffing and in house school counsellor</li> <li>Heads of Year, Inclusion &amp; Counselling staff funded through the grant</li> </ul>	<p><b>PHE &amp; DFE (2021) Promoting children and young people’s mental health and wellbeing – a whole school or college approach</b></p>	All
<p><b>Careers Advice &amp; guidance, NEET Intervention</b></p> <ul style="list-style-type: none"> <li>High quality careers education for all</li> <li>Personalised careers action plans for targeted PP learners</li> <li>Interventions for at risk NEET pupils</li> </ul>	<p><b>DFE (2021) Careers advice, guidance and access for education and training providers</b></p>	All

<p><b>Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• Students are provided with a free breakfast</li> <li>• Provision is made through the schools' Food technology department and external partnerships</li> </ul>	<p><b>IFS (2016) Breakfast clubs work their magic in disadvantaged English schools</b>  <i>"Improved behaviour, attendance &amp; concentration"</i></p>	<p>All</p>
<p><b>Extra Curricula Funding</b></p> <ul style="list-style-type: none"> <li>• 50% subsidy for peripatetic lessons for PP learners (10-15 students)</li> <li>• Trip, visit and club funding to support attendance of all disadvantaged learners (@50 students)</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b></p>	<p>1,5</p>
<p><b>Brilliant Club – Scholars Programme</b></p> <ul style="list-style-type: none"> <li>• Year 10 Students</li> <li>• 2 rounds of 12 students</li> <li>• Running in autumn and spring term</li> <li>• Aim to raise aspirations and showcase the opportunity of university study</li> </ul>	<p><b>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills &amp; Social Mobility</b>  <b>DFE (2021) Careers guidance and access for education and training providers</b></p>	<p>1,2,5,7</p>
<p><b>Behaviour management training</b></p> <ul style="list-style-type: none"> <li>• Grit Training £5000 for pastoral staff</li> <li>• Restorative justice training for all staff</li> <li>• Conflict resolution training</li> </ul>	<p><b>EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</b></p>	<p>1,4,6</p>
<p><b>Attendance Package</b></p> <ul style="list-style-type: none"> <li>• Attendance officer training</li> <li>• Lone worker training</li> <li>• PR to community regarding attendance</li> <li>• Mental health support for attendance issues</li> <li>• WAS /EWO costs for PA and low attendance</li> <li>• Community support and transport</li> </ul>	<p><b>DFE (2015) Supporting the attainment of disadvantaged pupils</b>  <i>"Clear identification of small students to prevent pupils being lost"</i></p>	<p>All</p>

**Total budgeted cost: £198,703**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see separate review document for 2020 / 21 year
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### Externally provided programmes

Programme	Provider
Scholars Programme	The Brilliant Club
National Tutoring Programme	NTP
Bedrock English	Bedrock Learning

### Service pupil premium funding (NA)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA