

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 | 708 |
| Proportion (%) of pupil premium eligible pupils | 33.09% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mr N. Harding |
| Pupil premium lead | Mrs B. Gibson |
| Governor / Trustee lead | Craig Bird |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 189,310 |
| Recovery premium funding allocation this academic year | £ 31,266 |
| 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 | £ 220,576 |

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|---|---|
| Additional Funding – School Led Tutoring Grant | £ |
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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 | <p>Academic Progress & Outcomes - 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.</p> |
| 2 | <p>Attendance & Missed Learning – 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.</p> |
| 3 | <p>Digital Technology Gap - 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.</p> |
| 4 | <p>Behaviour - 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.</p> |
| 5 | <p>Economic Barriers – 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.</p> |
| 6 | <p>Increased Safeguarding & Mental Health Issues – The number of pupils being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.</p> |
| 7 | <p>Reading and Oracy – 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.</p> |

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"> 1. The in-school gap does not widen when comparing PP and NPP past 0.4 through mitigating lost learning & prioritising tutoring for PP. 2. Our PP students achieves a P8 score in line or better than of national NPP. |
| 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"> 1. Academic data from KS3 & KS4 show that students that are targeted with School Led Tutoring have demonstrated a measurable improvement in progress & attainment Our PP students across the school are achieving their age-related expectations or GCSE targets by the end of the tutoring & intervention process. 2. related expectations or GCSE targets by the end of the tutoring & intervention process. |
| Attendance for PP is in line with NPP | <ol style="list-style-type: none"> 1. Data analysis shows each term that PP absence is broadly in line when comparing PP to NPP. |
| All PP students are provided with access to the IT they need in order to study at home | <ol style="list-style-type: none"> 1. Laptops are loaned as a long-term loan to our PP eligible pupils to support their home study. 2. Laptops have a measurable impact on those students. |
| PP eligible pupils' behaviour is as good as NPP learners conduct across the school. | <ol style="list-style-type: none"> 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. 2. Learning walk and PAS data analysis shows a high level of expectations and effective routines for learning in place for all pupils. |
| 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"> 1. Pupil voice from a range of subjects indicates that PP students have the equipment, resources, uniform, transport and materials required to access school & the curriculum Heads of Department and classroom teachers can articulate 2. the support we put in place to support our pupils in accessing the curriculum. |

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: **£101,105.71**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Curriculum 2022 <ul style="list-style-type: none"> New curriculum delivery based on gaps Regular data monitoring & intervention in all year groups. Books and outcomes show no difference in the work or expectations of students. | EEF – <i>“Good quality T&L has the most impact on learning”</i> | 1,3,6 |
| CPD - Inclusive T&L <ul style="list-style-type: none"> Walkthrus CPD – Quality First Teaching Internal and ATT Trust wide CPD Addressing educational disadvantage – Quality First Teaching | EEF – <i>“inclusive & adjusted practice leads to improved progress & outcomes”</i> | 1,3,6 |
| CPD - Routines for Learning <ul style="list-style-type: none"> Walkthrus CPD – Routines for Learning Embedding effective classroom routines that are consistent across all classrooms Strategies that deescalate, enhance classroom relationships and equip staff with effective techniques that lead to engagement and progress Alternative provision in inclusion room match classroom learning and restorative programmes available | EEF – <i>“+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour”</i> | 1,4,6 |
| Reading <ul style="list-style-type: none"> Guided reading in lessons Tutor time reading Promoting reading for all Embed reading in the curriculum | EEF – <i>“+6 months impact on learning and high evidence that it increases comprehension of texts”</i> | 1,3,6 |

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| <p>Clear Identification of Pupils</p> <ul style="list-style-type: none"> Consistent class charts seating plans and use of pupil passports used in lessons with strategies taken from 'Barrier Removal' that adjust learning for individuals | <p>DFE (2015) Supporting the attainment of disadvantaged pupils <i>"Clear identification of small students to prevent pupils being lost"</i></p> | <p>1,3,6</p> |
| <p>Staffing</p> <ul style="list-style-type: none"> Attendance officer (proportion) Assistant headteacher (proportion) Inclusion manager (proportion) Support Pastoral (proportional) x 2 Technician (proportional) Careers Manager (proportional) | <p>DFE (2015) Supporting the attainment of disadvantaged pupils EEF – "+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour"</p> | <p>all</p> |

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

Budgeted cost: **£48,936.10**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| <p>Mentoring and Aspirations</p> <ul style="list-style-type: none"> Data driven mentoring for year 11 with low progress / mental health support PP Boys – mentoring At risk NEETs - careers support | <p>EEF – "+2 months for CCC Boys role for mentoring at risk NEET pupils"</p> | <p>All</p> |
| <p>DI School Led Tutoring</p> <ul style="list-style-type: none"> 60% tutoring grant & 40% PP/Recovery Premium English Maths | <p>EEF – "+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block"</p> | <p>35 (Aut. 21 students) Y7 – 8</p> |

| | | |
|---|--|-----------------------|
| <p>School Led Tutoring</p> <ul style="list-style-type: none"> 60% tutoring grant & 40% PP/Recovery Premium Existing staff contracted for @ £24 per hour all subjects with a focus on: <ul style="list-style-type: none"> English • Maths Science Humanities MFL | <p>EEF – “+4 months impact on learning from a structured 1-3 small group tutoring session over a 15week block”</p> | |
| <p>Accelerated Reader</p> <ul style="list-style-type: none"> Accelerated Reader for year 7/8 pupils Support for those reading below chronological ages Reading in/out of English lessons with regular assessment/monitoring from lead | <p>EEF – “+6 months impact on reading & comprehension strategies”</p> | 148 students in Y7-Y8 |
| <p>Intervention Fund</p> <ul style="list-style-type: none"> Weekend/Holiday/Evening intervention classes Additional curriculum or intervention resources | <p>EEF – “+4 months impact on learning from a structured small group tuition”</p> | Targeted pupils 9-11 |

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>Learning Resources & Material Barriers</p> <ul style="list-style-type: none"> Year 7 New Starter equipment Y7 - @150 In year learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc. Art, Food & Textiles – 210 Maths – 336 Revision guides & packs created for pupils 9- 11 Bus passes @5 Uniform, shoes & PE kits >100 | <p>DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils</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 |

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| <p>Access to Quality IT at Home</p> <ul style="list-style-type: none"> • >70 brand new laptops purchased as a up to 5-year long term loan • Rolling program of identification & loan at present until need is met | <p>EEF (2021) Supporting School Planning “79% of work in schools requires a laptop for research or writing”</p> | <p>1,2,5</p> |
| <p>Exam Access Screening</p> <ul style="list-style-type: none"> • Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment | <p>NA</p> | <p>KS4 – 1,2,7</p> |
| <p>Pastoral, Welfare & Mental Health</p> <ul style="list-style-type: none"> • Funding utilised to support pupil’s pastoral, wellbeing & mental health through staffing and in house school counsellor • Heads of Year, Inclusion & Counselling staff funded through the grant | <p>PHE & DFE (2021) Promoting children and young people’s mental health and wellbeing – a whole school or college approach</p> | <p>All</p> |
| <p>Careers Advice & guidance, NEET Intervention</p> <ul style="list-style-type: none"> • High quality careers education for all • Personalised careers action plans for targeted PP learners • Interventions for at risk NEET pupils | <p>DFE (2021) Careers advice, guidance and access for education and training providers</p> | <p>All</p> |
| <p>Breakfast Club</p> <ul style="list-style-type: none"> • Students are provided with a free breakfast • Provision is made through the schools’ Food technology department and external partnerships | <p>IFS (2016) Breakfast clubs work their magic in disadvantaged English schools “Improved behaviour, attendance & concentration”</p> | <p>All</p> |
| <p>Extra Curricula Funding</p> <ul style="list-style-type: none"> • 50% subsidy for peripatetic lessons for PP learners (10-15 students) • Trip, visit and club funding to support attendance of all disadvantaged learners (@50 students) | <p>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills & Social Mobility</p> | <p>1,5</p> |

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| <p>Brilliant Club – Scholars Programme</p> <ul style="list-style-type: none"> • Year 10 Students • 2 rounds of 12 students • Running in autumn and spring term • Aim to raise aspirations and showcase the opportunity of university study | <p>Social Mobility Commission (2019) An Unequal Playing Field: Extra Curricular Activities, Soft Skills & Social Mobility DFE (2021) Careers guidance and access for education and training providers</p> | <p>1,2,5,7</p> |
| <p>Attendance Package</p> <ul style="list-style-type: none"> • Attendance officer training • Lone worker training • PR to community regarding attendance • Mental health support for attendance issues • WAS /EWO costs for PA and low attendance • Community support and transport | <p>DFE (2015) Supporting the attainment of disadvantaged pupils <i>“Clear identification of small students to prevent pupils being lost”</i></p> | <p>All</p> |

Total budgeted cost: £220,576

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

| Activity | Impact of this approach | Actual Spend |
|---|---|--------------|
| <p>Mentoring and Aspirations</p> <ul style="list-style-type: none"> • Data driven mentoring for year 11 with low progress / mental health support • PP Boys – mentoring • At risk NEETs - careers support | <p>Curriculum Leaders of core subjects were kept free for all registration periods to enable this to take place. The benefit and progress across the three subjects is consistent. See intervention impact report for full breakdown of impact. PP is the key driver for the intervention and the impact on other subjects has been minimal.</p> <p>12 groups across English and Maths ran across the year.</p> | <p>£2500</p> |

DI School Led Tutoring

- 75% tutoring grant & 30% PP/Recovery Premium
- English
- Maths

| Direction Instruction Data | | | | |
|----------------------------|------------|---------|----------|---------|
| | Maths | | English | |
| | Yr 7 | Yr 8 | Yr 7 | Yr 8 |
| Term 1 | 0 | 0 | 0 | 0 |
| Term 2 | 11% (3) | 25% (3) | 29% (8) | 20% (3) |
| Term 3 | 11% (3) | 25% (3) | 4% (1) | 20% (3) |
| Term 4 | 27% (7) | 8% (1) | 40% (11) | 53% (8) |

£4600

| | | | | |
|---|----|----|----|----|
| Total Students | 26 | 12 | 27 | 15 |
| Graduation Success Criteria: Maths: Two or less errors in mastery tests for each topic (every ten lessons) English: Three or less errors in mastery tests for each topic (every ten lessons) | | | | |

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|--|---|---|
| <p>School Led Tutoring</p> <ul style="list-style-type: none"> • 75% tutoring grant & 30% PP/Recovery Premium • Existing staff contracted for @ £200per day <p>Academic Mentor</p> <ul style="list-style-type: none"> • 95% NTP grant and 5% plus on costs PP/Recovery premium funds. • Academic Mentor for English or Science <p>Accelerated Reader</p> <ul style="list-style-type: none"> • Accelerated Reader for year 7/8 pupils • Support for those reading below ages • Reading in/out of English lessons with regular assessment/monitoring from lead <p>Data Analysis & Tracking Software – Class Charts, SISRA & FFT Analytics</p> <p>Intervention Fund</p> <ul style="list-style-type: none"> •Weekend/Holiday/Evening intervention classes • Additional curriculum or intervention | <p>Students felt uneasy being taught by external tutors, especially due to mental health. There were numerous with Reed with unreliable and poor tutors in operation. Feedback from students within school would suggest we do not get value for money from the programme. We stopped the partnership early and replaced with in house tutoring from TQEA staff.</p> <p>NTP were unable to source us an Academic mentor and they cancelled the order.</p> <p>25 sets of whole class texts purchased for tutor time reading sessions to support oracy and language skills of students. In tutor time buddy reading system for 35 year 10 and 25 8 students supported by year 10 reading buddies.</p> <p>Not funded through PP monies</p> <p>October, February and Easter interventions for year 11 and weekly intervention sessions for students in year 10 and 11 prior to Mock and final GCSE exams.</p> | <p>issues</p> <p>£15800</p> <p>year</p> <p>Did not happen</p> <p>£3500</p> <p>£6000</p> |
|--|---|---|

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

| Activity | Impact of this approach | Actual Spend |
|-----------------|--------------------------------|---------------------|
|-----------------|--------------------------------|---------------------|

| | | |
|--|---|----------------|
| <p>Learning Resources & Material Barriers • Year 7 New Starter equipment Y7 - @150 • In year learning equipment and resources such as maths sets/calculators, food ingredients, art/textile folders etc. Art, Food & Textiles – 210 Maths – 336</p> <ul style="list-style-type: none"> • Revision guides & packs created for pupils 9- 11 • Bus passes @5 • Uniform, shoes & PE kits >100 | <p>This was key to removing barriers of learning and levelling learning opportunities to enable progress. From feedback with curriculum leaders this was extended to also include provision of scientific calculators and other extrinsic equipment prior to exams.</p> <p>Revision guides for all subjects for year 11 and year 10 and for core from year 9. Bus passes and transport post intervention sessions provided for 34 students out of catchment area over the year.</p> <p>176 students provided with one or more items of uniform to support attendance at school.</p> | <p>£ 12863</p> |
| <p>Access to Quality IT at Home</p> <ul style="list-style-type: none"> • >70 brand new laptops purchased as a up to 5-year long term loan • Rolling program of identification & loan at present until need is met | <p>76 Laptops loaned out to students and maintained via school technical support manager.</p> | <p>£26000</p> |
| <p>Exam Access Screening</p> <ul style="list-style-type: none"> • Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment | <p>Support for 128 students from year 7 and screening of 35 PP students for access arrangements in year 10 and 11.</p> | |
| <p>Pastoral, Welfare & Mental Health</p> <ul style="list-style-type: none"> • Funding utilised to support pupil’s pastoral, wellbeing & mental health through staffing and in house school counsellor • Heads of Year, Inclusion & Counselling staff funded through the grant | <p>Full time in house counsellor appointed for 25 hours a week with 50% PP student focus and current contact with 56 PP students on a weekly basis for 6 week rotation on more cases.</p> <p>Staff members act as ‘go to’ support persons for 38 high profile and high risk students within the main school body and an additional 24 SEND PP students have allocated key workers.</p> | <p>£4000</p> |
| <p>Careers Advice & guidance, NEET Intervention</p> <ul style="list-style-type: none"> • High quality careers education for all • Personalised careers action plans for targeted PP learners • Interventions for at risk NEET pupils | <p>Launch your career used with year 8 and 10 to support careers programme and alongside personalised careers and next steps from careers lead. This included support with finding and applying for courses, transportation to open events and support post exams and results. School NEET figure for the year is 1 student due to external family factors.</p> | <p>£3745</p> |

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| | | £8000 |
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| <p>Breakfast Club</p> <ul style="list-style-type: none"> Students are provided with a free breakfast Provision is made through the schools' Food technology department and external Partnerships | <p>Breakfast club is open to all students every day of the school year. Averages 70 – 80 students a day with 65% being PP students. This has been increased to include break time provision in addition.</p> | <p>£5700</p> |
| <p>Extra Curricula Funding</p> <ul style="list-style-type: none"> 50% subsidy for peripatetic lessons for PP learners (10-15 students) Trip, visit and club funding to support attendance of all disadvantaged learners (@50 students) | <p>18 students or 40% of total students who have peripatetic music lessons are PP and receive PP funding support for their lessons.</p> <p>65 students were part funded for visits across 4 year groups including 5 day trips and 2 residential visits last year. 2 of these were part of the GCSE course and compulsory. 24 students had an experience which involved them leaving the local area for the first time in their life.</p> | <p>£8329</p> |
| <p>Brilliant Club – Scholars Programme</p> <ul style="list-style-type: none"> Year 10 Students 2 rounds of 12 students <p>Running in autumn and spring term</p> | <p>100% of students passed the Brilliant club with an average score of 78%. Top grade was 89%. Survey from students stated that 80% of students were more likely to aim for and apply for university study up from 30% before the project.</p> <ul style="list-style-type: none"> 2 Heads of year and the Inclusion manager fully trained on GRIT and restorative justice. Full staff training on restorative conversations. | <p>£2500 x 2 = £5000</p> |
| <p>Behaviour management training</p> <ul style="list-style-type: none"> Grit Training £5000 for pastoral staff Restorative justice training for all staff Conflict resolution training | <p>3 members of the Pastoral team completed the GRIT training programme. Inclusion room numbers have fallen and the pastoral work on</p> | <p>£5000</p> |
| <p>Attendance Package</p> <ul style="list-style-type: none"> Attendance officer training Lone worker training PR to community regarding attendance Mental health support for attendance issues WAS /EWO costs for PA and low % Community support and transport | <p>Attendance officer fully trained between Jan and March 2022</p> <p>Lone worker training for 5 members of staff completed. WAS officer working in school 1 day per week with current case load of 23 PA students.</p> <p>Community coffee mornings and community support events once per term in Spring and Summer term. To be increased to once a half term from Autumn 2 in 22/23.</p> | <p>£450</p> <p>£200 x 5 = £1000</p> <p>£3670</p> |

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| | | £7400 |
| | | £1800 |

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.

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| Please see separate review document for 2021 / 22 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 |