

Pupil premium strategy statement – Queen Elizabeth’s School, Wimborne, Dorset

This statement details our school’s use of pupil premium (and recovery premium) 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’s School
Number of pupils in school	1561
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Simon Firth, Headteacher
Pupil premium lead	Charlotte Burrows, Assistant Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 159,060
Recovery premium funding allocation this academic year	£ 41,124
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	£ 200,184

Part A: Pupil premium strategy plan

Statement of intent

Students entitled to Pupil Premium funding are treated equitably at Queen Elizabeth's School to provide educational equity. We ensure that we use our extra funding to address the challenges they may face. Our intention is that all students make good progress and achieve high attainment across the curriculum; particularly in the core curriculum of English, Maths and Science and that no student is left behind academically or socially because of disadvantage; removing barriers to learning is at the heart of our pupil premium strategy.

We use recommendations from evidence-based research, including the Education Endowment Fund (EFF). This includes a strong focus on quality teaching, raising attendance, and positive wellbeing. Our core approach is high-quality teaching. We focus on areas where disadvantaged students need the most support in school; in their curriculum or pastoral experiences. High quality teaching has the greatest impact on closing the disadvantage attainment gap. This in turn benefits all students in our school. We aim for all students to benefit from our investment in high-quality teaching.

Our approach will be responsive to common challenges and individual needs identified through analysis of in school data. The approaches we adopt work together to help pupils succeed and flourish.

Challenges

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

Challenge number	Detail of challenge
1.	Raising the attendance by focusing on relationships with both students and parents.
2.	Raising profile of Pupil Premium with staff and parents.
3.	Progress for Pupil Premium students in Maths and English.
4.	Some students' reading ages are well below chronological age.
5.	Lower attaining Pupil Premium students need metacognitive strategies.

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
<p>1. To achieve and sustain improved attendance for all students, particularly our disadvantaged.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● eliminating the attendance gap between disadvantaged students and their non-disadvantaged peers ● eliminating the persistent absence attendance gap between disadvantaged students and their non-disadvantaged peers <p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent survey and teacher observations. ● case studies of key students who have accessed support. ● no gap in behaviour incidents for students who fall under disadvantaged / SEMH category.
<p>2. To raise the profile of our pupil premium students.</p>	<p>Disadvantaged students to achieve or exceed 4+ in basic measures English and Maths, in line with national average for all students.</p> <p>Increased engagement in lessons evidenced through lesson observations, accessibility of curriculum, and progress.</p> <p>All students entitled to pupil premium support are accessing this to ensure no student is disadvantaged compared to their peers.</p>
<p>3. Improved attainment among disadvantaged students across the curriculum at the end of KS4.</p>	<p>By the end of our current plan in 2025/26</p> <ul style="list-style-type: none"> ● To achieve their target grade or higher with no disadvantaged gap in attainment.
<p>4. Improved reading comprehension among disadvantaged students across KS3.</p>	<p>STAR reading tests at the end of year 9 demonstrate an improvement in comprehension skills for disadvantaged students. Closing the reading age gap between disadvantaged and non-disadvantaged students. Recognition of accessibility of the whole curriculum through engagement and success in lessons and book scrutiny.</p>
<p>5. Improved metacognitive and self-regulatory skills among disadvantaged students.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by student voice and improved KS4 outcomes.</p>

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 (CPD, recruitment and retention)

Budgeted cost: £ 100,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>PiXL membership and linking with Pupil Progress in our PiXL Waves for assessment. Rolled out in English and Maths first.</p>	<p>EEF - Diagnostic Assessment EEF - Teaching and Learning Toolkit EEF - Effective Professional Development EEF - Great Teaching Toolkit</p>	<p>3 / 1 / 5</p>
<p>Improving student literacy. Focus on staff literacy and how we can upskill staff to enable whole school literacy improvement. Reading Programme delivered to all pupils during tutor time. All pupils in a year group will read a book together.</p>	<p>EEF - Literacy EEF - Improving Literacy in Secondary Schools EEF - Menu of Approaches</p>	<p>4 / 5</p>
<p>Online platforms to support home learning and knowledge acquisition</p>	<p>EEF - Using Digital Technology EEF - Teaching and Learning Toolkit</p>	<p>3</p>
<p>Developing metacognitive and self-regulation skills in all students. Whole staff CPD approach to be guided by Metacognitive approaches. Embedding retrieval practice within curriculum, lessons and revision. Walkthrus membership for ongoing staff CPD. Explicit teaching within tutorial sessions to mirror those skills being utilised in classrooms and aid student understanding. Starting with Year 11 and rolling out to other year groups from 2024.</p>	<p>EEF - Metacognition and Self-Regulated Learning EEF - Effective Professional Development EEF - Cognitive Science Approaches</p>	<p>5 / 3</p>

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

Budgeted cost: £ 52,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths, English and Science Tutor Time Intervention targeting students on grade boundary cusps with a focus on disadvantaged.	EEF - Effective Tutoring EEF - Improving Literacy in Secondary Schools	3 / 4
Adopting a targeted reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. STAR assessments to be completed once per half term in Year 9 to identify and track students.	EEF - Improving Literacy in Secondary Schools EEF - Effective Tutoring	4
Chromebook provision for SEN students	EEF - Using Digital Technology	4 / 1
Target revision sessions for Year 11 Students during holidays.	EEF - Pupil Premium Guide	3 / 1
Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring.	EEF - Effective Tutoring EEF - Teaching and Learning Toolkit	3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will receive training to develop and implement new procedures. Strategies to improve parental engagement explored and implemented to improve attendance/engagement in school.	EEF - Parental Engagement EEF - Attendance Interventions Evidence DFE Improving School Attendance	1 / 2 / 3 / 4 / 5
Ensuring that all students are able to fully access their education with full equipment and uniform so they are prepared and ready to learn, not disadvantaged from their peers.	EEF - Pupil Premium Guide	1 / 2

<p>Employment of counsellors to increase capacity to support the emotional wellbeing of students.</p> <p>External mentors to support the emotional wellbeing of students at risk of removal or exclusion.</p> <p>Redeployment of ELSA trained staff to support students in the school day.</p> <p>Parental evenings at the start of the year with expectations and signposts of support and other strategies we use at QE to enable students to succeed.</p>	<p>EEF - Behaviour Interventions</p> <p>EEF - Social and Emotional Learning</p> <p>EEF - Improving Behaviour in Schools</p>	<p>1 / 2</p>
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Total budgeted cost: £ 200,184

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 2022 to 2023 academic year.

We have written a new strategy for Pupil Premium from 2023.

Summer GCSE 2023 Outcomes:

Our QE Disadvantaged gap is closing which bucks the national trend. Progress 8 refers to a minimum of 8 Key Stage 4 (y11) qualifications gained at a pass grade (4) or above. 53 Year 11 students achieved a Progress 8 (P8) of -0.55 (+0.06 from -0.61 last year). In Maths, their P8 -0.26 (+0.40 from -0.66 last year). English P8 -0.68 (-0.05 from -0.63 last year), however in English Language, they have a positive P8 of +0.25.

SEND outcomes for EHCP/Disadvantaged students were still lower than non-disadvantaged however we implemented bespoke provision for these students who were able to see success in progress measures that are not counted in P8. These students were then able to go onto their college apprenticeships and courses. We will continue our collaborative work through HUB meetings (in school networking) and consideration of individual needs.

SEMH through the external mentoring provision invested in, we saw a reduction in key students behaviour in and around the school which positively impacted both their and their peers' progress. We will continue to implement these strategies for students who need this support.

Attendance for disadvantaged last academic year were

% Attendance PP - 76.5 vs Non PP -83.9

% Persistent absence PP - 65.3 vs Non PP - 51.6

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
PiXL membership to access whole content	PiXL
Behaviour Mentor	Becki Bath 1-1 Mentoring
Sparx	Sparx Maths
GCSE Pod	Soundbite Learning
Kerboodle	Nelson Thornes