



QUEENS' SCHOOL

Dare to be Great

Pupil Premium Strategy Statement 2021-2024

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

Metric	Data
School name	Queens' School
Pupils in school	1685
Proportion of disadvantaged pupils	11.9%
Academic years covered by statement	2021 to 2024
Publish date	December 2023
Review date	16 January 2023
Statement authorised by	J. Morrell
Pupil premium lead	M. Padgham
Trustee lead	S. Henry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,390
Recovery premium funding allocation this academic year	£49,818
Pupil premium funding carried forward from previous years	£7,769
Total budget for this academic year	£216,98

Statement on Intent

Queens' School provides a safe, caring and challenging environment for learning, committed to the development of every student as an individual. We understand that while students have different gifts and talents we have a strong belief that everyone can be Great.

Queens' strives to offer the best academic, cultural and sporting opportunities and a sense of moral and social responsibility to our students to live their lives as respectful, caring and responsible citizens.

As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure that the cultural and social aspirations of pupils in receipt of pupil premium are in line with those of peers.

We know that pupils' cultural and social aspiration and engagement can support and promote a positive attitude to school life; both pastoral and academic. However, the aspirations of the pupil premium group are lower than those not in receipt of pupil premium. In our strategy we focus on improving aspirations through co-curricular, pastoral and academic support.

To ensure that the attendance of pupils in receipt of pupil premium is in line with those of peers.

We know that pupils learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through pastoral and academic support.

To ensure that the attitude to learning of pupils in receipt of pupil premium is in line with those of peers.

We know that pupils learn best when they have the right attitude to learning. However, the attitudes to learning of the pupil premium group is lower than those not in receipt of pupil premium. In our strategy we focus on improving attitudes to learning through pastoral and academic support.

Challenges

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

Challenge	Detail of challenge
1 Aspirations	Internal audits indicate that pupils in receipt of the pupil premium do not always experience enriching cultural and social activities.
2 Attendance	Overall attendance rates and persistent absenteeism is greater for pupils in receipt of the pupil premium
3 Attitude to learning	Attitude to learning concerns are greater for pupils in receipt of the pupil premium

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
To ensure that the aspirations of pupils in receipt of pupil premium is in line with those of peers.	To close the gap in aspirations between - pupils not receipt of the pupil premium and those pupils in receipt of pupil premium funding.
To ensure that the attendance of pupils in receipt of pupil premium is in line with those of peers.	To close the gap in attendance between - pupils not receipt of the pupil premium and those pupils in receipt of pupil premium funding.
To ensure that the attitude to learning of pupils in receipt of pupil premium is in line with those of peers.	To close the gap in attitudes to learning between -pupils not receipt of the pupil premium and those pupils in receipt of pupil premium funding.

Part A: 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: £45,500

Activity	Evidence that supports this approach	Challenge
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2 and 3
Training on Quality First Teaching	EEF Toolkit: SEND in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 'Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals'.	1, 2 and 3
Training and updated guidance on Assessment and Feedback	EEF Toolkit: Teacher Feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	3
Recruitment and retention of high-quality skilled staff	EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering highquality	1, 2 and 3

	teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
--	---	--

Targeted academic support

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge
Establish small subject group intervention to include disadvantaged pupils	<p>EEF Toolkit: Targeted Academic Support</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'</p>	3
Establish small group interventions with a focus on Core Skills to include disadvantaged pupils	<p>EEF Toolkit: Targeted Academic Support</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully.'</p>	3
Effective deployment of Learning Support Practitioners to support key children and year groups through the Pathway Programme	<p>EEF research guidance: Use of TA's</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes'.</p>	3
	EEF Toolkit: Targeted Academic Support	

Analysis of termly summative assessment data	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’	3
Increase parental engagement through new technologies	EEF Toolkit: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement ‘Parental engagement in children’s learning is associated with improved academic outcomes at all ages. The association is strongest when parent engagement is defined as parents’ expectations for their children’s academic achievement’.	3
Investment in resources which support metacognition and self-regulation	EEF Toolkit: Metacognition and Self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well	3

Wider strategies

Budgeted cost: £117,000

Activity	Evidence that supports this approach	Challenge
Embedding principles of good practice set out by the DfE	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE’s Improving School Attendance advice.	1
Increase uptake of Co-Curricular and cultural experiences of Pupil Premium students	EEF Using your pupil premium funding effectively https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium ‘Extracurricular activities are an important part of education in its own right’. Evidence has suggested that disadvantaged pupils have less exposure to life outside of school and lack the cultural experiences that less disadvantaged pupils enjoy.	3

Staff training on managing behaviour	EEF Toolkit: Improving behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	2
Pastoral support from the Student Support Team with a focus on wellbeing, behaviour and attendance	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 and 2
Pastoral support provided by Family Support Worker	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 and 2
Counselling provided through Safe Space or trained specialists	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 and 2
Personalised and targeted CEIAG to ensure students are not NEET	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 and 2
A programme of alternative provision through Chessbrook	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 and 2

Use of outdoor learning to support key groups of pupils	<p>Key findings of Forest Research:</p> <p>https://www.forestresearch.gov.uk/re-search/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> ● Confidence: children had the freedom, time and space to learn and demonstrate independence ● Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ● Communication: language development was prompted by the children's sensory experiences ● Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time ● Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ● Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	1, 2 & 3
Use of Pupil Premium Champions to create better engagement with independent working at home	<p>EEF Toolkit: Parental Engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Evidence suggests that it may be more effective to encourage parents to redirect a struggling pupil to resources provided by school that support independent learning, self-regulation as well as specific skills such as reading, rather than to take on an instructional role.</p>	2
Use of Bring Your Own Device to enable all Pupil Premium students to access use of technology and support independent learning at home	<p>EEF Toolkit: Using Digital Technology to improve Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>Evidence suggests that Technology has the potential to help teachers explain and model new concepts and ideas and has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	3

Total

Strategies	Budgeted Costs
Teaching	45,500
Targeted academic support	53,000
Wider Strategies	117,000
Total	215,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance

	7	8	9	10	11	M	F	SEND	PP	Overall
Autumn	96.0	93.8	93.3	92.3	93.6	93.9	93.6	89.8	87.9	93.8
Spring	94.0	93.4	92.2	92.3	92.0	92.7	93	89.0	87.3	92.8
Summer	95.2	93.1	91.8	91.8	80.8*	90.6	90.5	87.2	84.8	90.5

- Pupil Premium students are more likely to have lower attendance than Non-pupil premium students. Attendance declines as students progress through the school.

Behaviour

	7	8	9	10	11	M	F	PP	Overall	
Autumn	1	1	10	7	13	17	15	11	7 (21.8%)	32
Spring	1	9	13	14	9	27	19	21	21 (45.6%)	46
Summer	2	6	6	11	5	22	8	19	11 (36.6%)	30

- Pupil Premium students are more likely to be suspended than non-pupil premium students. Boys dominate.
- Some of the figures are attributed to repeated suspensions for the same pupil

Attainment

	PP		Non-PP		Gap
	Nos	A8	Nos	A8	A8
All	27 (10%)	46.04	28 (90%)	56.4	10.36
Male	16	42.19	132	52.78	10.59
Female	11	51.64	106	60.91	9.27
Gender Gap	5	9.45	26	8.13	1.32
SEN	5	24.6	14	39.68	15.08
Non-SEN	22	50.91	224	57.44	6.33
SEN Gap	17	26.31	210	17.76	8.55
Upper	5	67.00	91	69.40	2.40
Middle	14	45.57	120	51.07	5.50
Lower	6	29.00	21	33.86	4.86

- Pupil premium students did not attain as well as non-Pupil Premium students, with female Pupil Premium students outperforming their male counterparts. However, against 2019 Progress 8 measures, the gap has decreased, with 2019 having a gap of 20.87 with 2023 having a gap of 10.36 (down on 2022 at 12.67). This indicates that the Pupil Premium gap, whilst being present, isn't increasing as the national picture would suggest.

Aspiration

- There were no NEET students in Year 11