

## 03Pupil premium strategy statement (Secondary)

### School overview

Metric	Data
School name	<b>Queen Elizabeth's Academy</b>
Pupils in school	584
Proportion of disadvantaged pupils	48.6%
Pupil premium allocation this academic year	£265,580
Actual projected cost	£309,196
Academic year or years covered by statement	2020 - 21
Publish date	September 2020
Review date	February 2021
Statement authorised by	Kimberley Willmot
Pupil premium lead	James Griffiths
Governor lead	Abigail Hawkins

### Disadvantaged pupil performance overview for last academic year

Progress 8 estimate	-0.36
Ebacc entry	51%
Attainment 8	34.14
% Grade 5+ in English and maths	14%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 for disadvantaged students to meet or exceed 2019 national average of -0.45	Reviewed on 3 weekly cycle
Attainment 8	To improve attainment 8 moving towards national average.	August 2021
% Grade 5+ in English and maths	To improve English and maths 5+ towards national average.	August 2021
Other	Improve (maintain?)attendance to national average	July 2021
Ebacc entry	Continue to have above national average Ebacc entries. Improve Ebacc attainment to 12% standard pass.	August 2021

## Teaching priorities for current academic year

Measure	Activity	Impact
Priority 1	Delivery of CPD on motivation with a focus of moving to a system of motivating students via experience of success rather than extrinsic rewards. This will be the basis of the schools teaching and learning focus for development this academic year.	The work on metacognition set the basis for students to experience success and develop ways of planning their work and has been extended to other year groups this academic year. The launch of Golden Tickets has enabled staff to reward consistently within each lesson but without the need for extrinsic, expected rewards due to the unknown criteria for the awarding of the ticket. The use of social norms during remote learning is working to change the focus of conversations to motivate students through positivity.
Priority 2	Continuing to embed consistency of lesson format (retrieval, I do, we do, you do) which includes evidence informed research best practice.	October CPD on retrieval and relaunch of Teacher Toolkit with associated "refresher" CPD have provided opportunities to revisit our core lesson format and develop our effective use of retrieval.
Barriers to learning these priorities address	Staff absence due to part time working days or illness resulting in less clarity of the project and less clarity in the refining of the lesson format. Student absence could potentially be a barrier to student feeling and experiencing success due to lack of face to face teacher time. Absence could also result in reduced impact from wave one teaching. Prolonged absence may result in negative change in mindset.	
Projected spending	£56,070	

## Targeted academic support for current academic year

Measure	Activity	Impact
Priority 1	Intervention resources, revision guides and small group work to ensure they reach their target grades at GCSE.	RAP sheets have given staff a clear focus on the strategies that will have an impact on student progress.
Priority 2	KS3 literacy and numeracy tailored support for students identified through star reading and GL assessments.	Y7Z2 9x PP (Sept-March 2021) as a group these pupils have made +0.09 months progress. 6 of those pupils made +1.03 months progress. Further intervention now planned for 3 pupils Y8 intervention.
Barriers to learning these priorities address	Attendance at intervention could be interrupted due to student absence due to the pandemic. Intervention sessions to be recorded so students can still access remotely if needed. Staffing of interventions could be	

	affected due to staff absence. Need to plan for these to still occur with additional TAs receiving training needed.
Projected spending	£53,094

### Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	Ensure students are supported with uniform including PE kits, mouth guards and outdoor jackets to support attendance.	Providing School uniform, including school shoes, PE kit/sports jackets removes barriers to participating in lessons/PE. Providing mouthguards ensures students can participate in a broad curriculum offer without incurring additional expense.
Priority 2	Reduce exclusions through use of Summit provision and in school strategies to support student mental health issues including counsellor, enrichment trips and breaking down barriers. Provision of specialist teaching to ensure potential transition to mainstream.	Significantly reduced rate of FTEs (2.4%) through additional strategies including, home contact, Faculty isolation & Pre-Exclusion room. Clear corrections pathway consistently applied.
Priority 3	Continue to improve culture of excellence through rewards, embedding of Christian values and co-curricular programme including development of careers provision.	New careers hub established enabling all students to access careers guidance, across all 5 years. CEIAG development plan in place with support from MAT PD Lead. All Y11 students accessed 1:1 careers interview to facilitate next steps post-16
Barriers to these priorities being addressed	Loaning of uniform has to be carefully monitored for 72hr period before use again. Resistance from students in wanting to borrow increases need to buy and keep uniform items. Lack of cover availability due to absence of staff teaching in Summit. Enrichment trips subject to covid guidance being fulfilled. The demand for counsellor services is high. Careful consideration to be given to referrals.	
Projected spending	£212,020	

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Gaps in learning and knowledge due to Covid 19 caused by lack of home learning and support during this time in comparison to peers cause gap between disadvantaged and non-disadvantaged to widen further.	<p>Home learning curriculum planned during prior and any future lockdown to ensure consolidation and application of prior knowledge as well as a focus on retrieval practice. Extra tuition to be targeted on an individual basis at KS4 in addition to literacy and numeracy focused small group teaching in all years. Provision of home learning resources and stationary items. Laptops given to targeted year 11 in event of further lockdown.</p> <p>CPD sessions to be recorded to support any staff absence. This will be followed up with an opportunity to discuss to allow for further questioning and clarification.</p> <p>Any recordings for students learning to be accessible via mobile devices to ensure wide coverage of accessibility.</p> <p>Tutor sessions and ICT lessons at KS3 to prepare students in case of absence in order to access work and support.</p>
Targeted support	Increase students reading ages through targeted intervention programmes focusing on KS3.	DAT adviser for reading to support inexperienced literacy support staff to identify students and monitor impact. New SENCO to have links and input to support too. Whole school CPD session on reading to enable classroom teachers to use reading data for identified students requiring intervention.
Wider strategies	Engaging the families facing the greatest challenges.	Developing and embedding pastoral support structures. Early intervention at all levels in all aspects of Academy life.

### Review: last year's aims and outcomes

See 2019-20 review.