

03Pupil premium strategy statement (Secondary)

School overview

| Metric | Data |
|---|----------------------------------|
| School name | Queen Elizabeth's Academy |
| 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 | Sarah Windle |
| 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. | |
| Priority 2 | Continuing to embed consistency of lesson format (retrieval, I do, we do, you do) which includes evidence informed research best practice. | |
| 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. | |
| Priority 2 | KS3 literacy and numeracy tailored support for students identified through star reading and GL assessments. | |
| 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. | |

| Measure | Activity | Impact |
|--|---|--------|
| 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. | |
| Priority 3 | Continue to improve culture of excellence through rewards, embedding of Christian values and co-curricular programme including development of careers provision. | |
| 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. | |
| Targeted support | Increase students reading ages through targeted intervention programmes focusing on KS3. | |
| Wider strategies | Engaging the families facing the greatest challenges. | |

Review: last year's aims and outcomes

See 2019-20 review.