

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Queen Elizabeth's Academy
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	48.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Kimberley Wilmott
Pupil premium lead	James Griffiths
Governor / Trustee lead	Chris Elgenia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,103
Recovery premium funding allocation this academic year	£39,947.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£303,050.50

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

All pupils, regardless of background, make progress that is in-line with or above national benchmarks and achieve high attainment across the curriculum, particularly in EBacc subjects.

Our intention is to ensure that disadvantaged pupils achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching through fully guided instruction is central to our approach, with a focus on research informed strategies that are proven areas in which are 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust formative and summative 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress Gap Between SEN and non-SEN</p> <p>KS4 summative assessments indicate that the progress gap for PP students with SEN [14 students] has increased from -1.52 in Y10 DC03 to -1.61 in Y11 DC01.</p> <p>In comparison PP students without SEN [60 students] improved from -0.95 in DC03 Year 10 to -0.90 in DC01 Year 11.</p> <p>The gap for Non-PP SEN students [4 students] has also increased from -0.87 in DC03 Year 10 to -1.31 in DC01 in Year 11.</p> <p>In comparison non-PP students without SEN [66 students] improved from -0.79 in DC03 Year 10 to -0.65 in DC01 Year 11.</p>
2	<p>Attendance of Y11 Pupil Premium Pupils</p> <p>Analysis informs us that there are 23 Y11 pupils with attendance below the PP average of 88%. 10/23 reside in the NG19 6 postcode which is approximately 1-1.5 miles away from the academy. 4/23 live in the NG18 3 postcode which is more than 3 miles away from the academy.</p>
3	<p>English Language Proficiency of EAL students</p> <p>For the last five years a significant % of in-year admissions have been EAL students. Most of these students have little/no English and are new arrivals to the country on admission. As the only academy under PAN in Mansfield, all new arrivals to the UK are now placed at Queen Elizabeth's. As a comparison, TSC Academy, 2 miles away from Queen Elizabeth's, has a 5% EAL cohort (QEA 22% and increasing weekly).</p> <p>Integrating, testing, intervening, and communicating with these students is a significant pressure on the academy. Communication with parents is a significant challenge. Currently, 30% of EAL in-year admissions are classed as persistently absent- cultural differences in attitudes towards education and term-time trips to home countries are ongoing concerns/pressures.</p>
4	<p>Mental Health and extended services involvement</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due</p>

	<p>to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. In summary our evidence shows:</p> <ul style="list-style-type: none"> • High number of open cases to CSC- 34 at 19.11.21 • Full case load of students seeing school counsellor- who works 2 days per week- with a 5-week waiting list. • Significant number of attendance issues as a result of mental health and anxiety challenges- 8 students in Y11 alone.
5	<p>Low Performance of Middle Prior Attainers</p> <p>Analysis by fftaspire shows that middle attainers were identified as lower performers in 2021 with a P8 of –1.25 with particular under performance in English (-1.06) and Maths (-1.23).</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
To close the P8 gap between PP with SEN and NPP with SEN pupils.	P8 for PP with SEN is -0.5 by August 2022.
To close the attendance gap between Y11 PP and non-PP pupils.	Attendance for Y11 PP pupils is in line with or above the attendance for non-PP pupils at the end of each half-term.
To accelerate access to the curriculum and improve outcomes.	EAL students access the whole curriculum and achieve FFT20 targets at KS4.
Middle prior attainers make more progress.	Middle prior attainers achieve their FFT20 targets.

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: £150,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly CPD session from the SENCO with all staff to look at individual SEND students with updates on their needs.	EEF SEND Guidance Report "Build an ongoing, holistic understanding of your pupils and their needs"	1
Weekly Teaching and Learning briefings using "Walkthrus" to ensure a clear focus and constant refining of the fully guided instruction model, including modelling, questioning, scaffolding etc	EEF SEND Guidance Report "The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils."	1, 5
Pastoral curriculum includes sessions on how we learn, retrieval and metacognitive strategies.	EEF SEND Guidance Report " EEF Metacognition and Self-Regulated Learning Report "Explicitly teach pupils how to organise and effectively manage their learning independently."	1, 4, 5
Joint Practice Development projects with a focus on motivation through experiences of success	EEF Metacognition and Self-Regulated Learning Report "Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning." Bandura's theory of self-efficacy.	1, 3, 5

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

Budgeted cost: £77,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia tutor group created with small number of students. Group remains flexible to allow students to "graduate"	EEF SEND Guidance Report "Complement high quality teaching with carefully selected small-group and one-to-one interventions" EEF SEND Report "An alternative approach might be to allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met."	1, 3
Timetabled intervention classes for Y11 in English and Maths.	EEF SEND Guidance Report "An alternative approach might be to allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met."	1, 4, 5

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

Budgeted cost: £80,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Academy Counsellor	Research published in the Lancet: Cooper, M., Stafford, M.R., Saxon, D., Beecham, J., Bonin, E.M., Barkham, M., Bower, P., Cromarty, K., Duncan, C., Pearce, P. and Rameswari, T., 2021. Humanistic counselling plus pastoral care as usual versus pastoral care as usual for the treatment of psychological	4

	distress in adolescents in UK state schools (ETHOS): a randomised controlled trial. <i>The Lancet Child & Adolescent Health</i> , 5(3), pp.178-189.	
Extended drive duty by SLT and Heads of Year	EAST Framework – making being on time more attractive and social.	2
All assemblies relating to attendance and behaviour apply positive social norms	Didau and Rose “What Every Teacher needs to know about psychology” chapter 19 – Social norms.	2
Personal contact with Year 11 PP students with the lowest attendance	EAST Framework – making it easy for them to access messages to encourage them to attend.	2
Assistant Principal with responsibility for EAL will arrange English language proficiency assessments prior to integration to mainstream classes with a “buddy”.	EEF SEND Guidance Report “An alternative approach might be to allocate pupils to groups flexibly based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.”	3

Total budgeted cost: £308,173

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The following is based at outcomes from TAGs and internal assessments.

Evidence shows that the whole-school focus on metacognition has led to pupils in Y9, 10 and 11 developing more effective strategies for planning their work. This has led to more students experiencing success which is leading to greater individual motivation.

Year 11 outcomes in 2021 [TAGs] showed an improvement in attainment and progress compared with 2019. Furthermore, current Y11 assessments showed improvement in P8 indicators from -0.87 in Y10 DC03 to -0.73 in Y11 DC01. Y10 DC01 assessments show P8 currently at -0.42 .

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
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.