Pupil premium strategy statement

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

Detail	Data
School name	Queen Elizabeth's Academy
Number of pupils in school	899
Proportion (%) of pupil premium eligible pupils	40.74%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Donna Percival
Pupil premium lead	Matt Watson
Governor / Trustee lead	Anthony Garvin Darby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£391,016
Recovery premium funding allocation this academic year	no longer received
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£391,016

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all pupils, regardless of background, to make progress that is in-line with or above national benchmarks and achieve high attainment across the curriculum.

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 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. All students will be able to access our broad and balanced knowledge rich curriculum, irrespective of their background. No student's learning will be limited due to barriers to learning that they might have, such as a vocabulary deficit and reading comprehension.

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.
- Create a whole school culture in which all staff take responsibility for disadvantaged pupils' outcomes and raise aspiration 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	**Attendance of Pupil Premium Pupils** Our data shows that our Pupil premium students are more likely to have a lower attendance rate at the academy and therefore are in danger of becoming PA or SA.
2	**Outcomes Gap Between PP and non-PP students** Our assessments and observations show that our Pupil premium students performed below the national average at Y11 in 2024 and when compared with the performance of non-PP students.
3	**Literacy** Our assessments and observation show that our Pupil Premium students are more likely to have a deficit in reading comprehension skills and strategic reading skills for assessment and examination, including engaging with and interpreting texts. Pupils with poor reading struggle to read independently, and so read less. As a result, they do not accumulate the background knowledge and vocabulary they need to improve their comprehension.
4	**Wellbeing and Mental Health Issues** Our assessments, discussions and observations show that disadvantaged pupils are more likely to have social and emotional / self-confidence and mental health issues compared to non-disadvantaged pupils.
5	**Raising aspirations of all students in particular Pupil premium.** Our discussions and observations have identified that some disadvantaged pupils lack aspiration and ambition and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged.

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 attendance gap between PP and Non PP pupils.	Attendance for PP students is 85.3% by August 2025, in line with national data, 86.5% by 2026 and 88% by 2027.
To close the outcomes gap between PP and Non PP pupils.	Reduce the PP gap to 12ppts for Eng/Maths 4+ in 25, 8ppts in 2026 and 5ppts in 2027. (Current gap 19ppts)
Improve reading comprehension skills and outcomes.	Observations, diagnostic analysis and student attainment will show that: • Students will be able to apply their tier 2 and 3 vocabulary in a variety of contexts and subjects. • Students will be able to read fluently and strategically across all subjects to fully access the curriculum and improve outcomes. • Students will be able to demonstrate their knowledge and understanding through discussion, articulation of ideas and spoken expression.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A high proportion of students, particularly PP and deemed most vulnerable, have access to school counsellor to support with their social and emotional development.

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: £178,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: • Research and educational courses • Instructional Coaching • Leadership meetings • PP/ SEND • Broad and balanced curriculum inc pastoral and Christian values • Whole school PD model	https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/effective-professional-development/EEFEffective-Professional-Development-GuidanceReport.pdf Teacher professional development is based on: Building knowledge Motivating teachers Developing teacher techniques Embedding practice	1, 2, 4

• Fully guided instruction. • Whole school Culture		

Pastoral curriculum includes sessions on:
 	
Behaviour Curriculum
  ▪ QEA Way
  ▪ Unstructured Time
  ▪ Bullying
  ▪ Child on Child Abuse
  ▪ Sexual Harassment and Violence
  ▪ Safeguarding
  ▪ Prevent Duty
  ▪ Healthy Relationships
  ▪ Online Safety
  ▪ Mental Health and Wellbeing
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions
	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour
	
	The behaviour curriculum- explicitly teaching students how to behave both in the classroom and wider academy site, with the intention of reducing behaviour incidents and resulting suspensions. This also includes safeguarding, child on child abuse, bullying.
	
	The learning curriculum- explicit sessions on how we learn best (how to know more), what good recall looks like, revision (how to remember more) and careers.
	
	The pastoral curriculum – explicit sessions linked to the QEA core values and how they can be shown both within the academy and within the community.
		2, 3, 4, 5

Learning Curriculum - Powerful Knowledge - How we Learn - Retrieval - Modelling - Respond like a Scholar - Employability - Careers **Pastoral Curriculum** - Community - Charities - Key Events (E.G. Remembrance) - Christian Distinctiveness - Equality and Diversity - British Values		

Assessment, tracking and close monitoring of progress in reading to identify struggling readers KS3-4 An analytical approach to diagnosing issues ensures that leaders design additional teaching and intervention programmes to meet pupils' specific reading needs KS3-4.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	1,3
Ensure that all staff explicitly teach tier 2 and 3 vocabulary in all lessons	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Effective strategies to ensure key vocabulary is used correctly and embedded in long term memory.	1, 3
Ensure that staff explicitly model and so support pupils to apply comprehension strategies independently	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 'Disciplinary literacy', an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.	1, 3

Strategies in lesson, tutor time and interventions focus on reading fluency and automaticity	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.	1, 3
A focus on oracy in lessons and through interventions ensures that pupils apply their knowledge and comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1,3
Reduce KS4 class sizes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_searchh&search_term Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Actively overstaffed in core subjects to reduce class sizes at KS4, particularly Y11, this will benefit PP in numerous ways.	1, 3, 5
Experienced staff teaching PP students particularly at KS4.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Experienced teachers: 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning	1,2,3,5

	3. manage the classroom to maximise opportunity to learn 4. present content, activities and interactions that activate their students' thinking Thus, allowing all students including PP to access the curriculum and excel.	
Pupil Progress	https://www.pupilprogress.com Introduction of Pupil Progress software at KS3 to supplement the tracking already embedded at KS4. This will enable live tracking through years 7, 8 and 9, allowing early identification of underperformance by micro populations and any gaps in learning and knowledge. Emphasis on the classroom and understanding pupils in front of professionals, PP students will benefit from early identification of underperformance. Software will support curriculum development and sequencing of 5 years plans.	1, 3, 5

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

Budgeted cost: £106,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality feedback and discussion: PP groups OR 1:1 who may or may not have barriers to reading and learning beyond reading ability.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school Feedback sessions support pupils to understand their progress and gaps in reading comprehension and strategies. This feedback motivates pupils to engage in reading activities and assessment, build confidence and improve outcomes. Pupils would be able to talk about specific aspects of reading they are receiving help with.	1, 3
Flash Academy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Flash Academy is an intensive one-to-one, personalised literacy tool, that supports learners to make progress with their reading. As a software tool, it can be used flexibly during intervention sessions or at home. It is particularly helpful for PP with EAL needs.	1, 3
Fresh Start	www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start	1, 3

	Some pupils need more intensive instruction on reading skills and benefit from intervention that teaches or revisits the basic foundations of reading: phonics, decoding, fluency.	
Recovery funded sessions /Master Classes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • Intensive individual support, either one to one or as a small group, can support pupil learning. This is most effective if provided in addition to and explicitly linked with normal lessons. • Tuition will be based on identification of learning gaps through assessment, careful selection of curriculum content. This is not always directed towards LA pp.	1,3, 5
Y11 Critical cohort	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • One to one support for students who are failing to make expected progress. • Students in the critical cohort will be invited to intervention sessions in the identified subjects and monitored throughout. • Parents will be included in the process and will increased communication to support their child through Y11. • Students will be identified based on thorough assessment and analysis at each collection point.	1,3, 5

Achievement coaches – Y7 & Y8 Pupil premium literacy groups

10 week programme.

Delivered by the Widening Access and Outreach team at Nottingham Trent University | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

One to one and small group sessions to work on literacy goals over a 10 week period. Coaching will promote the use of meta-cognitive and self-regulation skills, transferrable across the curriculum. | |
| Y11 Boys group | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
Whole school project with CCY.

A selected group of underperforming boys to support students with attendance, behavioural, emotional and future aspirations. Focus on Y11, PP boys, students are targeted dependant on need and other strategies in place. | 2, 4, 5 |
| Attendance Passports | Supporting attendance | EEF

Pupil premium students who may become PA receive an attendance passport that is completed by the HoY or AHoY, half termly discussions and targets are set to monitor and improve the students attendance. Termly attendance meeting are completed by HoY with PA students, for Y11 these are completed by SLT given the high profile. This is in addition to the work done by tutors who monitor all students not just PP students attendance daily/weekly. | 2 |
| Academic Scholarship programme | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 1, 2, 3, 4, 5 |

	Whole school project with AJS. Undertake a forensic analysis of Y10 cohort and ensure high prior attaining students, including PP, and those with the potential to achieve grades 7-9 at KS4 are identified and placed on the ASP.	
Voice 21	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. QEA is the lead secondary school in DAT working with them for the first year of the programme. This is part of a 2 year programme which also includes staff CPD and whole school embedding of oracy within the classroom and pastoral contexts. Voice 21 equips educators with the oracy expertise to transform their students' learning and life chances through talk.	1,3

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

Budgeted cost: £199,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast • The EEF has independently evaluated the Magic Breakfast programme at KS1 and 2, we believe that access to a free breakfast for all- encouraging early starts at school, socialisation with peers, interaction with staff outside the classroom. • There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	2, 4
Coffee mornings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • It is crucial to consider how to engage with all parents to avoid widening attainment gap not just PP students. • Research suggests that parental engagement is more effective with younger students, we will focus on Y7 and Y8 parents. • Sessions will provide practical strategies with tips, support, and resources to assist learning at home.	2, 4
School Counsellor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.gov.uk/guidance/supporting-pupils-wellbeing#providing-pastoral-support Prioritised appointments for Pupil Premium referrals.	2, 4

Introduction of family suppose workers at both KS3 and KS4.	https://www.gov.uk/guidance/supporting-pupils-wellbeing#providing-pastoral-support Specified support for PP pupils who are at risk of becoming PA from school. The role will offer home visits and a named member of staff to mentor students in school and ensure individual needs are met.	2, 4
Mentoring of Pupil Premium students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. ● One-to-one tuition and small group tuition are both effective interventions. ● Providing training to the staff that deliver small group support is likely to increase impact. ● Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	2, 4
Careers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions • Prioritised careers access for PP • It is important to establish progression routes to raise aspirations and therefore student engagement in learning.	2, 4, 5
Year 7: Journey to Higher Education (Whole year Group via Assembly)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Focus to close the attainment gap and enable all students to make informed decisions about higher education.	5

Delivered by the Widening Access and Outreach team at Nottingham Trent University		
Year 8 Myths about higher Education Whole year group via one hour classroom sessions. Delivered by the Widening Access and Outreach team at Nottingham Trent University	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Provides all pupils with the opportunity to investigate the realities of university and dispel common myths. Activities encourage pupils to identify how their own interests could help them decide which course they are most likely to study in the future.	5

Year 8 Pupil Premium campus visit. 60 targeted students, four hour visit to the campus. Delivered by the Widening Access and Outreach team at Nottingham Trent University.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Designed to help pupil premium students find out what university is all about and visualise their educational journey could look like beyond Y8. The activities encourage pupils to develop their communication and research skills, and build self-efficacy and confidence.	4, 5
Year 9 Pupil Premium – your skills, your future. 60 targeted students, two, one hour, classroom sessions.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Pupils will take part in activities to identify their individual transferrable skills ad are encouraged to recognise how they can apply these throughout their educational journey.	2, 4, 5

Delivered by the Widening Access and Outreach team at Nottingham Trent University.		
Year 10 Pupil Premium – your future, your choice. 60 targeted students, two, one hour, classroom sessions. Delivered by the Widening Access and Outreach team at Nottingham Trent University.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Pupils will investigate the main post 16 options following their GCSEs, using a framework to support their research process. The session will help pupils identify which values are important to them and how this can inform their decision making.	2, 4, 5

Year 11 What is Success? GCSEs and beyond. Whole year group via an assembly. Delivered by the Widening Access and Outreach team at Nottingham Trent University.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_-School_and_College-level_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf Pupils focus on their own individual understanding of success and how committed they are to making it happen. Content supports in-school message regarding the importance of GCSEs and encourages pupils to access support when they need it so they get the results they deserve.	1, 4, 5

Total budgeted cost: £395,431

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.

The academy strategies were successfully implemented, at KS4 the pupil premium progress gap closed between pupil premium and non-pupil premium students from -0.98 in 2023 to -0.33 in 2024. This was supported by improved tracking from Pupil Progress software leading to a better understanding of individual pupil needs. 1:1 mentoring by SLT for 24 targeted underperforming students, many PP, improved outcomes for these students from November mocks to the summer.

The Y11 attendance gap remains between pupil premium and non-pupil premium students, 75.93% compared to 82.46% respectively. Whole school PP attendance decreased from 84% in 2023 to 83% in 2024. Attendance is a key area of the 2024-25 pupil premium statement.

The introduction of Pupil Progress software was a success and led to greater support and challenge for individual students as well as providing detailed student reports for all stakeholders. Students were able to access detailed qualification summaries that identified areas to improve and how many marks to move to the next grade, providing a real focus for all individuals, not just PP students. As a result of the success at QEA the software was adopted trust wide and is being introduced at KS3 for early identification of pupils needs and tracking throughout the students 5-year journey from Y7 to Y11.

The work delivered by the Fresh Starter strategy around literacy is starting to show impact, across all year groups students have improved their reading age by over 4 months compared to compared to expected improvement. EAL students attending Flash Academy are making progress and are now halfway through the two-year course.

Wider strategies aimed at culture and behaviour continued to have impact, this was noted as a strength within the academy in both the SIAMS and Ofsted reports. QEA achieved a 'Good' outcome from both inspections. The pastoral curriculum did address issues around the 'social norm' and this work is on-going as highlighted by the 2024-25 pupil premium statement.

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.