



QUEENS' SCHOOL

Dare to be Great

Queens' School Pupil Premium Strategy Statement 2018-19

At Queens', we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to success at a world class university or prestigious apprenticeship.

The Pupil Premium funding is designed to help schools ensure they raise the attainment of disadvantaged students and to ensure that they are able to progress as well as students who are not. Students are considered disadvantaged for a range of social, emotional or financial reasons.

Queens' School received the following Pupil Premium Funding:

Disadvantage Factor	Allocation
Students in Years 7-11 recorded as having Free School Meals (FSM) at any point in the last 6 years	£935
Children looked after by the local authority	£2300
Children in 'post-Local Authority' car, including those who have been adopted from care	£2300
Students in Years 7-11 recorded as having been a child who has a parent in the Armed Forces in the last 5 years	£300

1. Summary information					
School	Queens' School				
Academic Year	2018-19	Total PP Budget	£182,325	Date of next external PP Review	January 2019
Total number of pupils	1668	Number of pupils eligible for PP	195	Date for next internal review	November 2018

2. Current Attainment			
2017-18	Pupil Premium (30 students)	All students	National
% Achieving Grade 4 in English and Maths	56.7%	88%	69%
Progress 8 Score	-0.48	+0.24	0
Attainment 8 Score	4.1	5.7	4.4
Attendance (All students)	89%	95%	94%

3. Barriers to future attainment	
In-school barriers	
A	Attitude to Learning: Organisation: Lack of equipment; Uniform; Behaviour
B	Aspiration: Low expectations of achievement and careers
C	Wellbeing: Mental health issues related to circumstances
D	Prior attainment including literacy and numeracy: Often below their peers
E	Resources for learning: Absence of books; Computers; Revision materials
External Barriers	
F	Attendance: Below that of their peers
G	Parental support: Attendance at PTC Evenings / Parent Information Evenings; Interventions

4. Desired Outcomes		
	Measurement	Success Criteria
A	<ul style="list-style-type: none"> Attitude to Learning scores STAR Points Behaviour consequences 	<ul style="list-style-type: none"> Improved A2L Scores Increase in STAR Points Reduction in Behaviour consequences

B	<ul style="list-style-type: none"> Progress and attainment NEET Sixth Form progression 	<ul style="list-style-type: none"> Improved progress and attainment (Progress checks) Increased applications into the Sixth Form Reduction in the number of students classed as NEET Increased Sixth Form retention
C	<ul style="list-style-type: none"> Attendance Behaviour Student surveys 	<ul style="list-style-type: none"> Improved attendance Improved behaviour (engagement) Positive student surveys
D	<ul style="list-style-type: none"> Progress checks Literacy and numeracy tests Reading age tests 	<ul style="list-style-type: none"> Progress in subjects Improved progress in literacy and numeracy Improved reading ages
E	<ul style="list-style-type: none"> Behaviour consequences Attitude to learning 	<ul style="list-style-type: none"> Reduction in the number of C1 detentions Improved A2L scores
F	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Improved attendance
G	<ul style="list-style-type: none"> Attendance at key events 	<ul style="list-style-type: none"> Improved engagement of parents

5. Planned expenditure (2018-19)					
i. Quality of teaching for all					
Outcome	Action / Approach	Rationale	Quality assurance	Staff	Review
A. Attitude to learning	<ul style="list-style-type: none"> A culture for learning (Values centred) 	<ul style="list-style-type: none"> EEF: Behaviour interventions (3 months progress) Tom Bennett: Creating a Culture Student achievement academically and socially Lesson time reclaimed for learning Recruitment and retention of staff 	<ul style="list-style-type: none"> Behaviour data Lesson observations Learning walks Work scrutiny 	MTA	July 2019
B. Progress & Aspiration	<ul style="list-style-type: none"> T&L focus on Challenge for All 	<ul style="list-style-type: none"> EEF Toolkit: Self-regulation and Metacognition (8 months progress) 	<ul style="list-style-type: none"> Lesson observations Learning walks Work scrutiny 	MPA NLE JHE	July 2019
ii. Targeted support					
Outcome	Action / Approach	Rationale	Quality assurance	Staff	Review
A. Attitude to Learning	<ul style="list-style-type: none"> Priority for Chessbrook outreach Alternative curriculum pathways 	<ul style="list-style-type: none"> Internal evidence suggests alternative pathways support motivation and attendance EEF: Behaviour interventions (3 months progress) 	<ul style="list-style-type: none"> A2L Attendance Progress checks 	MTA PCO	July 2019
B. Aspiration	<ul style="list-style-type: none"> The Scholars Programme PPS attend a university visit during KS3 	<ul style="list-style-type: none"> Internal evidence suggests aspiration programmes are motivating (Brilliant Club) 	<ul style="list-style-type: none"> A2L Attendance 	SMO	July 2019

	<ul style="list-style-type: none"> PPS CEIAG Interviews in Years 9, 10 and 11 		<ul style="list-style-type: none"> Review of YC interviews Option choices (EBACC) 		
C. Wellbeing	<ul style="list-style-type: none"> Mentoring and counselling priority Learning Support Homework club (before and after school) 	<ul style="list-style-type: none"> EEF Toolkit: Social and emotional learning (4 months progress) 	<ul style="list-style-type: none"> Student surveys 	MTA PCO	July 2019
D. Progress	<ul style="list-style-type: none"> Literacy and numeracy support and intervention (Effective deployment of TA's; Lucid testing; Reading eggs; Vocabulary; Modelling) Reducing class size in Maths at KS3 Reducing class size in English, Maths and science at KS4. 	<ul style="list-style-type: none"> EEF Toolkit: Reading (5 months progress) EEF Toolkit: Oracy (5 months progress) EEF Toolkit: Phonics (4 months progress) EEF Toolkit: Effective deployment of TA's (1 month progress) EEF Toolkit: Reducing class size (3 months progress) 	<ul style="list-style-type: none"> Reading tests Progress checks Lesson observations Learning walks Work scrutiny Library loans 	MFO AMI CMO	July 2019
D. Progress	<ul style="list-style-type: none"> Peer tuition (Sixth Formers) 1-2-1 Academic tutoring Small group tuition Homework clubs Educational psychologist 	<ul style="list-style-type: none"> EEF Toolkit: Peer tutoring (5 months progress) EEF Toolkit: Small group tuition (4 months progress) EEF Toolkit: Homework (5 months progress) EEF Toolkit: Extending School time (2 months progress) 	<ul style="list-style-type: none"> Attendance at interventions 	SMO	July 2019
E. Progress	<ul style="list-style-type: none"> Purchase of resources for learning Purchase of ingredients Payment of music lessons (KS4 Music) Payment of educational trips 	<ul style="list-style-type: none"> Accessibility to the curriculum 	<ul style="list-style-type: none"> Participation in lessons 	SMO	July 2019
F. Attendance	<ul style="list-style-type: none"> Data analysis and tiered intervention Nudge letters Attendance contracts 	<ul style="list-style-type: none"> Evidence links achievement to progress Positive nudge letters appear more powerful than fines 	<ul style="list-style-type: none"> Attendance data 	MTA	July 2019
G. Parental engagement	<ul style="list-style-type: none"> Chessbrook Programmes (Switch on and R&R) 	<ul style="list-style-type: none"> EEF Toolkit: Parental involvement (3 months progress) 	<ul style="list-style-type: none"> Attendance at Chessbrook Programmes 	PCO	July 2019

iii. Other approaches

Outcome	Action / Approach	Rationale	Quality assurance	Staff	Review
B. Aspiration	<ul style="list-style-type: none"> PPS attend a university visit during KS3 PPS CEIAG Interviews in Years 9, 10 and 11 	<ul style="list-style-type: none"> EEF Toolkit: Social and emotional learning (4 months progress) 	<ul style="list-style-type: none"> Review of YC interviews Option choices (EBACC) 	SMO	July 2019
C. Wellbeing	<ul style="list-style-type: none"> Mentoring Learning Support Homework club (before and after school) Meals 	<ul style="list-style-type: none"> EEF Toolkit: Social and emotional learning (4 months progress) EEF Toolkit: Homework (5 months progress) Strong link between eating well and concentration 	<ul style="list-style-type: none"> Student surveys FSM meals 	MTA	July 2019
F. Attendance	<ul style="list-style-type: none"> Data analysis and tiered intervention Nudge letters Attendance contracts 	<ul style="list-style-type: none"> Evidence links achievement to progress Positive nudge letters appear more powerful than fines 	<ul style="list-style-type: none"> Letters Attendance 	MTA	July 2019
G. Parental	<ul style="list-style-type: none"> Targeted family evenings 	<ul style="list-style-type: none"> EEF Toolkit: Parental involvement (3 months) 	<ul style="list-style-type: none"> Attendance at PCE and PIE 	PCO	July 2019

engagement	• Personal phone calls / texts	progress)		
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6. Review of expenditure (2017-18)				
i. Quality of teaching for all				
Outcome	Action / Approach	Impact (All students)	Lessons Learned	Cost
A. Attitude to learning	<ul style="list-style-type: none"> CPD: Climate for Learning (Centralised detentions; Rewards and Consequence Ladders; Code of Conduct 	Systems and structures in place and understood by students <ul style="list-style-type: none"> Rewards and Consequence Ladder Code of Conduct Reduction in the number of consequences over the year Medium	<ul style="list-style-type: none"> Ensure consistency approach for staff Teacher-student relationships Ownership of values 	School budget
B. Progress	<ul style="list-style-type: none"> CPD: Challenge 	Overall very positive – above average <ul style="list-style-type: none"> P8: +0.24 P8 for HPA: +0.2 P8 for MPA: +0.45 P8: CLA: +0.76 P8: PP Girls: +0.3 However, PP boys scores were lower <ul style="list-style-type: none"> P8: PP Boys: -1.39 Medium	<ul style="list-style-type: none"> Challenge for low aspirational boys Aspiration for boys 	School budget
D. Progress	<ul style="list-style-type: none"> Literacy and numeracy support and intervention 	Overall very positive – above average <ul style="list-style-type: none"> P8 Eng: +0.43 P8 Maths: +0.20 However, PP scores were lower <ul style="list-style-type: none"> P8 Eng: -0.38 P8 Maths: -0.68 P8 Ebacc: -0.77 P8 Open: -0.65 Medium	<ul style="list-style-type: none"> Employ a specialist literacy/numeracy teacher to deliver intervention lessons Whole school approach to literacy across the key stages 	£50,250
ii. Targeted support				
Desired outcome	Action / Approach	Impact	Lessons Learned	Cost
A. Attitude to Learning	<ul style="list-style-type: none"> Priority for Chessbrook outreach Alternative curriculum pathways 	<ul style="list-style-type: none"> Improved attendance and motivation of the college placements / alternative pathways Completion of ASDAN 	<ul style="list-style-type: none"> Explore internal alternative curriculum pathways 	£50,354

		Medium		
B. Aspiration	<ul style="list-style-type: none"> The Scholars Programme PPS attend a university visit during KS3 PPS CEIAG Interviews in Years 9, 10 and 11 	<ul style="list-style-type: none"> 11 students graduated from the Brilliant Club Medium	<ul style="list-style-type: none"> Find alternative programme through PiXL as no longer eligible for Brilliant Club 	£12,195
C. Wellbeing	<ul style="list-style-type: none"> Mentoring and counselling priority 	<ul style="list-style-type: none"> Improved mental wellbeing of some students Medium	<ul style="list-style-type: none"> Train staff and tutors to act as mentors Employ in-house mentors Split mentoring into two phases: Before and after the Mocks 	£56,007
D. Progress	<ul style="list-style-type: none"> Peer tuition (Sixth Formers) 1-2-1 Academic tutoring Small group tuition Homework clubs (daily and Saturday) Educational psychologist 	<ul style="list-style-type: none"> P8: +0.24 P8 for HPA: +0.2 P8 for MPA: +0.45 P8: CLA: +0.76 P8: PP Girls: +0.3 P8: PP Boys: -1.39 Medium	<ul style="list-style-type: none"> Extend Peer Tuition to all subjects Create groups for the Educational Psychologist based on need 	£15,804
E. Progress	<ul style="list-style-type: none"> Purchase of resources for learning Purchase of ingredients Payment of music lessons (KS4 Music) Payment of educational trips 	<ul style="list-style-type: none"> SPI Art: +0.49 SPI Food: +0.85 SPI Geography: -0.03 SPI Music: +0.15 High	<ul style="list-style-type: none"> Continue the good work in these areas 	£6880
G. Parental engagement	<ul style="list-style-type: none"> Chessbrook Programmes (Switch on and R&R) 	<ul style="list-style-type: none"> Short term positive gains in A2L and attendance Medium	<ul style="list-style-type: none"> Parents not always able to find the time to attend sessions 	School Budget
iii. Other approaches				
Desired outcome	Action / Approach	Impact	Lessons Learned	Cost
B. Aspiration	<ul style="list-style-type: none"> PPS CEIAG Interviews in Years 9, 10 and 11 	<ul style="list-style-type: none"> Positive engagement with learning 100% into education or employment in September CLA into the Sixth Form High	<ul style="list-style-type: none"> Expand university visits to all KS3 students 	£12,000
C. Wellbeing	<ul style="list-style-type: none"> Homework club (before and after school) Free School Meals 	<ul style="list-style-type: none"> Good attendance by LPA especially in SEN. Library homework club popular amongst Non-PP students Medium	<ul style="list-style-type: none"> Transport home for PPS 	£43,222
F. Attendance	<ul style="list-style-type: none"> Data analysis and tiered intervention Attendance contracts 	<ul style="list-style-type: none"> Changes to the school day and behaviour system influenced the attendance of some students Low	<ul style="list-style-type: none"> Creation of an attendance office Weekly tracking 	£3456

G. Parental engagement	<ul style="list-style-type: none"> • Targeted family evenings • Personal phone calls / texts 	<ul style="list-style-type: none"> • Parental attendance overall at PCE high • Parental attendance at overall PIE is high • PP Parents attendance below that of peers <p>Medium</p>	<ul style="list-style-type: none"> • Targeted phone calls for PPS • Earlier start for PCE 	<p>£13,182</p>
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