

Queensbridge pupil premium strategy statement

This statement details Queensbridge school's use of pupil premium 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	Queensbridge School
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	33% (302 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/23, 2023/24 and 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Taylor
Pupil premium lead	Mike Barlow
Governor / Trustee lead	Stephen Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,684
Recovery premium funding allocation this academic year	£21, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Not applicable
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	£326,684

Part A: Pupil premium strategy plan

Statement of intent

At Queensbridge, our mission is to equip our students with the character, skills, and academic knowledge they require to live happy and fulfilled lives. Our intention is to provide equity for all pupils to achieve these outcomes no matter their background or specific barriers to learning. This strategy intends to provide an **ACCESSIBLE CURRICULUM** that exposes all pupils to a breadth and depth of knowledge while supporting them in making meaning of this learning in well planned and purposeful lessons.

Our pupil premium strategy will focus on ensuring all pupils attend school regularly, are able to read in line with their chronological reading age, and all staff know their pupil's needs. At the heart of our strategy is a focus on the quality of teaching and learning across the curriculum as this is proven to be one of the greatest levers in closing the disadvantaged achievement gap. We aim to intervene early when pupils fall behind, especially in reading as this is a gateway to the curriculum. While ensuring the curriculum entitlement for all children is of the highest standard, we acknowledge that pupils must be present in order to benefit from it. We will therefore focus on the attendance of pupil premium students through a stepped response to absence that aims to act early preventing the risk of persistent absence. We also remain committed to offering a wider experience for our pupils that supports their cultural and social development. We intend to **OVER REPRESENT** PP pupils in all that we do.

It is clear that, while our focus within this statement is to develop the experience and outcomes of pupils eligible for pupil premium, the actions we are taking will support all learners no matter the individual need, ability or background.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data from last academic year indicates that attendance among disadvantaged pupils was 5.3% lower than for non-disadvantaged pupils. This is greater than in previous years.</p> <p>Progress and attainment data indicate that absenteeism is negatively impacting disadvantaged pupils' learning and outcomes. This remains a priority in the academic year 2023/24.</p>
2	<p>Reading age assessments indicate that disadvantaged pupils are more likely to have a reading age below chronological age. This impacts their access to the curriculum and therefore progress in all subjects.</p> <p>33% of disadvantaged pupils in year 7 fell below age-related expectations compared to 20% of their peers (2022). This remains a priority in the academic year 2023/24.</p>
3	<p>Analysis of our engagement and behaviour data, suggests disadvantaged pupils are more likely to disengage with their learning and 'opt out' or present negative behaviours. 33% of pupil premium pupils achieved an average attitude to learning score below 3 (GOOD) across all subjects by the end of the academic year 2022/23. This remains a priority in the academic year 2023/24.</p>
4	<p>Analysis of GCSE outcomes for the academic year 2022/23 highlights the fact that disadvantaged pupils do not make as much progress as their peers. This is particularly evident amongst higher attaining pupils. In the summer of 2023, high attaining pupils who qualified for the pupil premium achieved a progress score of – 0.22 while their non pupil premium peers achieved a progress score of 0.77. This remains a priority in the academic year 2023/24.</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
<i>Improved GCSE outcomes for disadvantaged pupils both in terms of attainment and progress, particularly for the most able pupils.</i>	<p>Year 1 – Pupil Premium Progress gap against Non PP nationally was 0.81 (Sisra Collaboration)</p> <p>Year 2 – Progress and attainment gap between our disadvantaged pupils and non disadvantaged pupils nationally closes to within 0.5</p> <p>Year 3 – Progress and attainment gap closes to within 0.25 of a grade (<i>National progress measure yet to be determined</i>)</p>
Improve the attendance of disadvantaged pupils in all year groups. With a specific focus on the reduction of persistent absence.	<p>Year 1 – PP Attendance was +2.1 above national PP attendance (FFT)</p> <p>Year 2 - Reduce the gap between PP and Non PP by 0.5% and see a reduction in the number of pupils featuring on the PA list by 10%</p> <p>Year 3 - Reduce the gap between PP and Non PP by a further 0.5% and see a reduction in the number of pupils featuring on the PA list by a further 10%</p>
To achieve and sustain improved engagement with learning for all pupils, particularly those that are disadvantaged.	<p>Year 1 – 77% of disadvantaged pupils have an average attitude to learning score of good or excellent across all subjects.</p> <p>Year 2 – The representation of disadvantaged pupils in behaviour log data is reduced to 31%.</p> <p>Year 3 - The representation of disadvantaged pupils in behaviour log data are brought is representative of the school population.</p>
To ensure all pupils, have a reading age in line with their chronological age by the end of KS3, particularly disadvantaged pupils.	<p>Year 1 – The average increase in reading age of those PP pupils who started below chronological age is 23 months.</p> <p>Year 2 - The number of disadvantaged pupils with a reading age below chronological age by the end of KS3 to have reduced by a further 10% (approximately 18%)</p> <p>Year 3 - The number of disadvantaged pupils with a reading age below chronological age by the end of KS3 will be in line with their non disadvantage peers (16% Sept 2022)</p>

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

Budgeted cost: £ 198, 795

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality teaching and learning based on a programme of CPD to improve pedagogy and implementing an adaptive teaching approach.	-DFE Guidance For Pupil Premium: Pupil Premium -Effective Use & Accountability (18.10.19 and updated 23/7/21) The EEF Guide To The Pupil Premium	3,4
Quality assure the delivery of the curriculum for all pupils through regular QA activities carried out by heads of department and senior leaders. Activities will include, but are not limited to, learning walks, pupil voice, book looks and data analysis. We will also carry out planned QA activities including deep dives that will take place taking into account the intent, implementation and impact of curriculum across the school. Quality assurance will focus on the impact of high-quality teaching to reduce the attainment gap between vulnerable groups, including that between disadvantaged pupils and non-disadvantaged pupils.	-DFE Policy Paper – Pupil Premium (June 2021) -The EEF Guide To The Pupil Premium -The EEF Big Picture -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015) -EEF Five-a-day principle to support SEND learners (2022)	2,3,4,
Implement a reading and literacy CPD program focused on the inclusion of reading and literacy strategies in the curriculum. This will include the development of disciplinary literacy.	-The EEF Guide To The Pupil Premium -The EEF Big Picture -DFE Reading Framework- updated 2023	2
Mentoring and coaching of teachers requiring further support or opting into coaching in an area of teaching and learning, including that of early career teachers.	- DFE Using pupil premium guidance for school leaders	2,3,4
Develop the use of technology to support high quality teaching and learning.	- DFE Using pupil premium guidance for school leaders - JCQ Reasonable Adjustments Guidance 2023	2,3,4

Targeted academic support

Budgeted cost: £ 46, 288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme of intense tutoring for pupils who have a reading age below their chronological age that will include: Literacy in the curriculum and Literacy catch up. These take place in small, focused groups based on cycle data analysis and reading age scores.	-DFE Policy Paper – Pupil Premium (June 2021) -Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders (Nov 2015) -The EEF Guide To The Pupil Premium -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)	2
Provide Numeracy interventions for all pupils who are not making expected progress in Mathematics. Provide a programme of 1:1 and small group tutoring based on cycle data analysis across key stages 3 and 4. Provide specific intervention for high ability pupils in Maths.	-DFE Policy Paper – Pupil Premium (June 2021) -Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders (Nov 2015) -The EEF Guide To The Pupil Premium -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)	4
1:1 tuition to be provided for the most vulnerable learners who need extra support to prevent underachievement.	-DFE Policy Paper – Pupil Premium (June 2021) -DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -The EEF Guide To The Pupil Premium	4
Provision of revision materials for all disadvantaged pupils including; Revision guides and access to online platforms	-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability	4
RAA deployment and interventions to meet the specific needs of disadvantaged pupils with SEND	- DFE Using pupil premium guidance for school leaders	3,4

Wider strategies

Budgeted cost: £ 60, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement a stepped response to attendance with clear protocols for all staff from form tutors and class teachers to heads of years and senior leaders. This will focus on the prevention of pupils becoming persistently absent as well as supporting pupils to catch up lost learning when absence does take place.</p>	<p>-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -The EEF Guide To The Pupil Premium -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)</p>	<p>1</p>
<p>Employment of an attendance support officer to lead on targeted interventions in line with SDP.</p>	<p>-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -The EEF Guide To The Pupil Premium -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)</p>	<p>1</p>
<p>Develop a behaviour policy in line with TIAAS (Trauma Informed Attachment Aware School) principles and provide associated training for all staff to develop a greater awareness around pupil behaviours. All disadvantaged pupils that persistently fail to meet school expectations will have a behaviour profile created to share with staff in order to support pupils in lesson. A range of interventions will be implemented to attempt to prevent further behaviour concern.</p>	<p>-The EEF Guide To The Pupil Premium -TIAAS (Trauma Informed Attachment Aware School).</p>	<p>3</p>
<p>Employment of a deputy safeguarding officer with a specific remit to support the most vulnerable learners in school to overcome barriers to learning.</p>	<p>-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -The EEF Guide To The Pupil</p>	<p>3</p>
<p>Allocate specific responsibility to a named member of staff to coordinate the allocation of pupil premium plus in order to direct the funding to resources that deal with the specific and personal needs of our most disadvantaged learners. Such resources could include but are not limited to 1:1 tuition, counselling, technical/IT resources and extra-curricular opportunities.</p>	<p>-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)</p>	<p>1,2,3,4</p>
<p>Ensure that disadvantaged pupils can access subsidised places for educational visits, events and</p>	<p>The EEF Big Picture</p>	<p>1,3,4</p>

encounters in order to support disadvantaged pupils to engage with school and build aspiration.		
Ensure all disadvantaged pupils access high quality career and pathways events and encounters.	The EEF Big Picture	
Allocate specific responsibility to a member of staff to coordinate intervention for HAPP pupils in danger of underachieving as well as providing aspirational visits and experiences including career events for HAPP students to visit FE and HEI.	The EEF Big Picture	3,4
Pupil Premium bidding fund to be offered. This is a pot of funding open to any member of staff or department that feels they have an event, initiative or intervention that will support the development and or outcomes of our disadvantage pupils. Staff will bid for this funding which will include their intended impact measures.	-NERF : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)	1,2,3,4

Total budgeted cost: £ TBC

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.

Academic measures

GCSE Outcomes			
	All	PP	Non PP Nationally
Progress	+0.54	-0.10	+0.17
Attainment	5.31	4.28	5.02

Pupil Premium students have performed better at Queensbridge than nationally based on provisional results inputted in to the SISRA database. This said, internal variation has increased. We will focus on reducing this variation over the course of our three-year plan by addressing the challenges highlighted in Part A. In the short term, we will support our current GCSE pupils to using the strategies listed above.

Other Measures

Attendance		
All	PP	Non PP
91.2%	87.4%	92.7%

The attendance of students qualifying for Pupil Premium attended +2.1% more than the Fisher Family Trust (FFT) national average. Non Pupil Premium students attended +0.1% above the FFT national average.

Reading

The average increase in reading age of those PP pupils who started below chronological age is 23 months.

Externally provided programmes

Programme	Provider
1:1 Tuition	Equal Education