

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	904
Proportion (%) of pupil premium eligible pupils	28% (256 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022/23, 2023/24 and 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£265 490
Recovery premium funding allocation this academic year	£70 380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 335 870

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 **ACCESSABLE 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 provide at least **PROPORTIONAL REPRESENTATION** of 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 2.7% lower than for non-disadvantaged pupils. This is greater than in previous years.</p> <p>106 - 36% of disadvantaged pupils have been 'persistently absent' compared to 133 - 23% of their peers during that period. Progress and attainment data indicate that absenteeism is negatively impacting disadvantaged pupils' learning and outcomes.</p>
2	<p>Reading age assessments indicate that disadvantaged pupils are more likely to have a reading age 1 year or more below chronological age than peers. This impacts their access to the curriculum and therefore progress in all subjects.</p> <p>33% of disadvantaged pupils in year 7 fall below age-related expectations compared to 20% of their peers. Disadvantaged pupils make up 21% of pupils in year 7. This trend is repeated in all year groups in school.</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. 43.2% of pupil premium pupils achieved an average attitude to learning score of 3 (good) across all subjects by the end of the academic year 2021/22.</p> <p>This has been exacerbated by the rise of social and emotional issues for many pupils, such as anxiety and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. During and post pandemic, teacher referrals for support markedly increased. 142 pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	<p>Analysis of GCSE outcomes for the academic year 2021/22 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 2022, high attaining pupils who qualified for the pupil premium achieved a progress score of – 0.23 while their non pupil premium peers achieved a progress score of 0.50.</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 – Progress gap between our disadvantaged pupils and non disadvantaged pupils nationally closes to within 0.5 (2022; -0.11), Attainment gap closes to within 0.5 of a grade (2022 gap; 13.57)</p> <p>Year 2 – Progress in line with non disadvantaged peers nationally, Attainment gap closes to within 0.25 of a grade</p> <p>Year 3 – Progress and attainment in line with non-disadvantaged peers (<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 - 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 2 - 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> <p>Year 3 - To ensure disadvantaged attendance is in line with non-disadvantaged and that the representation on the PA list is equal across each group.</p>
To achieve and sustain improved engagement with learning for all pupils, particularly those that are disadvantaged.	<p>Year 1 - The attitude to learning scores of disadvantaged pupils are brought in line with their non disadvantaged peers. The representation of disadvantaged pupils in behaviour log data is reduced to 36%.</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 (currently 28%).</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 number of disadvantaged pupils with a reading age below chronological age by the end of KS3 to reduce by 7% (currently 35%)</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>
To achieve and sustain improved wellbeing of all pupils, particularly disadvantaged pupils.	<p>All pupils receive the appropriate support/ intervention as highlighted by specific needs.</p> <p>Disadvantaged pupils are proportionally represented in all wider learning and enrichment activities. Pupil voice shows no difference between the wellbeing of disadvantaged pupils and their none disadvantaged peers.</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: £ 160,423

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 WalkThrus.	-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 SEF activities including deep dives that will take place in order to take 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)	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 profiles.	-The EEF Guide To The Pupil Premium -The EEF Big Picture	2
Mentoring and coaching of teachers requiring further support 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	2,3,4

Targeted academic support

Budgeted cost: £ 58,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a programme of intense tutoring for pupils who have a reading age below their chronological age that will include: Literacy in the curriculum, Literacy Catch Up and Lexia. These take place in small, focussed groups based on cycle data analysis and reading age scores.</p>	<p>-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)</p>	2
<p>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.</p>	<p>-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)</p>	4
<p>1:1 tuition to be provided for the most vulnerable learners who need extra support to prevent underachievement.</p>	<p>-DFE Policy Paper – Pupil Premium (June 2021) -DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability -The EEF Guide To The Pupil Premium</p>	4
<p>Provision of revision materials for all disadvantaged pupils including; Revision guides Access to online platforms</p>	<p>-DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability</p>	4
<p>Teaching assistant deployment and interventions to meet the specific needs of disadvantaged pupils with SEND</p>	<p>- DFE Using pupil premium guidance for school leaders</p>	3,4

Wider strategies

Budgeted cost: £ 63, 140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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 school nurse with a remit of supporting pupil wellbeing and safeguarding.</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>Implement the 'QB 7in7'</p>	<p>The EEF Big Picture</p>	<p>1,3,4</p>

<p>In order to support disadvantage pupils to engage with school and build aspiration as early as possible we will ensure all Year 7 PP pupils will have the opportunity to;</p> <p>Visit a local book shop Visit a regional library Work with a local business Buy a book of their choice Attend a cultural event Take part in a residential experience Visit a higher education provider</p>		
<p>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 even, 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.</p>	<p>-NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 282, 274

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 2021 to 2022 academic year.

Academic measures

GCSE Outcomes			
	All	PP	Non PP
Progress	+0.51	+0.04	+0.73
Attainment	54.23	45.19	58.76

The attainment and progress of pupil premium pupils remain higher than in other schools in the country (*National data TBC. Initial comparison against SISRA community of schools-Sept 2022*). Disadvantaged pupils made particularly good progress in Ebacc subjects achieving +0.13 progress. Disadvantaged pupils performed particularly well in science and languages. Our focus is now to reduce the in-school variation between pupil premium pupils and their peers both in attainment and progress.

Other Measures

Attendance			
All	PP	Non PP	LAC
91.7	89.8	92.5	89.2

The attendance of pupil premium pupils remains lower than pre pandemic levels however it continues to be above the national average for pupil premium pupils (*National data is obtained from Fisher Family Trust -Sept 2022*). Disadvantaged pupils accounted for 44% of pupils classed as persistently absent. The focus of the current strategy is to prevent disadvantaged pupils becoming persistently absent as well as to increase the attendance of disadvantage pupils at a greater rate than their peers in order to reduce the in-school gap.

Reading		
	Number of PP pupils with a Reading age more than 1 year below chronological age at the start of year 7	Number of PP pupils with a Reading age more than 1 year below chronological age at the end of year 7
Year 7	13	6

Our aim is to over represent disadvantaged pupils in our reading support. This has been successfully achieved with a specific focus on early intervention supporting pupils as they arrive in

Year 7. This support has been highly successful with 23% of disadvantaged pupils starting year 7 with a reading age gap of over 1 year being reduced to 11% by the end of the academic year.

Externally provided programmes

Programme	Provider
1:1 Tuition	Equal Education