



QUEEN'S PARK HIGH SCHOOL

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2021
Total number of pupils:	596	Total pupil premium budget:	£110,800.00
Number of pupils eligible for pupil premium:	140	Amount of pupil premium received per child:	£955

STRATEGY STATEMENT

The school committed to a significant journey of improvement in 2019-2020, for all pupils, and the impact of its work was validated in an Ofsted Inspection in January 2020, at which the school was judged to be good in all areas, with the exception of the sixth form where there was still work to do.

The Strategic Plan for Pupil Premium students was no less ambitious and included the following Key Performance Indicators:

- Ensure that all PP students benefit from good and outstanding teaching and learning across the school **Achieved ✓**
- Improve the behaviour and attitude to learning of PP students, so as to see them more fully engaged in the teaching and learning process **Achieved ✓**
- Develop students' metacognition feedback strategies, to further engage students in their own learning and improve rates of progress of PP students.
- Significant CPD was devoted to this area and, as a consequence, progress was made in pupils' approach to their learning and their academic progress. However, the pandemic and subsequent lockdowns leads us to continue our work in this area during 2020-2021
- Improve standards of literacy amongst PP students through the implementation of the whole school literacy development plan and through targeted intervention.
- Significant progress was made through a whole school approach to reading and vocabulary acquisition. However, the school's plans to implement a quality catch-up reading programme for pupils who enter below secondary ready was halted by the pandemic.
- Address the increased social, emotional and mental health issues which are affecting the progress and well-being of a small number of PP students.
- Several pupils entitled to the premium improved their well being through leadership and enhancement activities, attendance rewards, and a Quality First Teaching approach that focused on probing questioning and inclusion of pupils entitled to the premium. However, the pandemic has had a detrimental effect on the mental health of many pupils, and it therefore is a focus again for us.
- Improve attendance and punctuality of PP students in order to reduce incidences of missed learning. **✓** Some improvement but to be a continued priority
- To ensure that no PP student is exempt from any opportunity at the school to fully take part in educational visits and enrichment activities **✓**
- The British Council fully funded trip to Colombia, devoted to enhancing the cultural capital to eight students entitled to the Pupil Premium had a significant impact on those students who enjoyed the trip; however, it also impacted the school as a whole as they shared their experiences on their return. The contribution to SMSC cannot be understated.
- The school offers curriculum enhancement opportunities to all and operates a trust wide process for organising trips and visits. From the inception of a trip, organisers are required to identify which PP pupils are involved and to consider any barriers to the inclusion of eligible pupils.
- The PTA subsidises trips for pupils entitled to the premium

Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS) – 2019 (2020 IN BRACKETS)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9-4 English and maths	23.8% (42.9%)	72.2% (82.1%)
% achieving combined science	33.3% (42.1%)	65.5% (82.6%)
% achieving 9-5 English and maths	4.8% (19%)	43.9% (67.2%)
Progress 8 of pupils entitled to the premium	-0.84 (-0.8)	0.16 (0.82)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of literacy for some Pupil Premium and vulnerable pupils, upon arrival at the school. We feel that these issues are not addressed quickly enough and the impact of a lack of engagement with the curriculum, through poor literacy, sometimes then leads to poor behaviour which then has an impact on inclusion.
B	The Ofsted report of 2020 rightly identifies the attendance of some pupils entitled to the premium as a barrier to their progress and attainment.
C	The report also identifies the attainment of pupils in the sixth form, and the need for improvement in outcomes

ADDITIONAL BARRIERS	
External barriers	
D	Whilst we have seized the opportunities of remote learning and used technology to continue teaching during the partial shut -down March- September, a small group of pupils who were disengaged and prone to persistent absence are now even more difficult to engage.
E	Home learning has had a negative impact on the mental health of several pupils, some of whom in Key Stage 4 who are now lacking in motivation. Some pupils in Key Stage 3 have suffered in terms of their preparedness for formal education and in terms of their social and emotional development

INTENDED OUTCOMES	
Specific outcomes	Success criteria
A A catch-up literacy programme delivered where it is needed, to break the link between low literacy and poor behaviour	Pupils make significant progress from starting points in their reading age and their work evidences a fully accessible curriculum
B Attendance of Pupil Premium pupils who are Persistently Absent	Attendance of all PP pupils is 90%+
C Pupils entitled to the premium make good progress post 16, from their starting points and go on to make appropriate career choices post 18	Good progress KS4-5 Appropriate Careers and Guidance in KS5
D Every PP student can access their learning remotely at home and no PP student is exempt from any opportunity at the school to take part in educational visits and enrichment opportunities	Electronic device or data provided for any PP student as requested Every PP student to have the opportunity to take part in at least one educational visit/enrichment opportunity each year.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Build on the progress made in Quality First Teaching, with a focus on: <ul style="list-style-type: none"> Supporting pupils entitled to the premium who also have SEND Applying Cognitive Load theory to learning, particularly for pupils with ADHD Use of questioning Effective feedback 	Vulnerable pupils with an additional barrier of a SEND diagnosis achieve good progress, through high quality teaching	<p>Evidence of class based activities and low stakes testing shows that for many of these pupils their gaps in knowledge have been exacerbated by the pandemic.</p> <p>We are committed to addressing these gaps through a variety of strategies e.g. knowledge organisers, lessons streamed on Microsoft Teams for pupils to revisit</p> <p>Some pupils with ADHD made better progress during home learning due to the lack of distraction. Effective behaviour management is key to promoting a focused, calm environment that enables pupils with ADHD to thrive</p>	<ul style="list-style-type: none"> Continuing Professional Development for staff – PLC Programme and Curriculum Development time Monitoring through team meetings and book scrutiny Robust Pastoral intervention 	Mr Yeoman AHT Mrs Williams SENCo	July 2021
Improve standards of Literacy for PP students through the continued implementation of a whole school literacy development plan & targeted intervention	Literacy levels are no longer a barrier to learning and enable PP students to make good progress	<p>Evidenced link between low levels in literacy and behavioural issues for students which are first evident in KS3 and can lead to exclusions.</p> <p>Need to close the gap in outcomes in KS3 before this is exacerbated in KS4.</p>	<ul style="list-style-type: none"> Build on the literacy strategy from 2019/20 CPD for staff through the Literacy Professional Learning Community Reading intervention Programme 	Mrs Phillips CTL – Communications Mrs Cogger – Achievement Lead	July 2021

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A mentoring programme for a group of pupils in Year 8	Provide a role model and additional post holder in school who can support the readiness to learn and attitudes to learning of vulnerable pupils	Recent evidence from the National Tutoring Programme, supported by the Educational Endowment Fund and Teach First supports the use of academic and pastoral mentoring for the most vulnerable pupils in school.	A new post holder, funded through the Catch Up funds will operate as a member of the pastoral team. Form time intervention is already having an impact on engagement, and its effectiveness will remain under review	Mrs Scanlon Senior AHT	Weekly monitoring of behaviour and attendance, with timely intervention
Attendance and engagement support for those who are Persistently Absent	Provide on-going contact and support to facilitate engagement with learning	Monitoring of these pupils on-line learning shows evidence of pupils accessing the saved lessons at different times to their delivery. We intend to capitalize on this to facilitate re-engagement. There are now some pupils at home due to their parents concerns with regard to Covid. Parental engagement is key to allaying concerns that pupil to pupil transmission is low, with the support of the Local Authority and Education Welfare Officers	There is a robust system in place for monitoring attendance and contact administered by the attendance team and monitored by the senior team.	Mrs Scanlon Senior AHT Attendance Lead Education Welfare Service	Weekly monitoring of behaviour and attendance with timely intervention

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
A whole school mental health strategy, building on the work of Emotionally Healthy Schools	Pupils have a toolkit of coping strategies, access to support and a body of knowledge to support them cope with mental health difficulties. The school has a common approach, language and increased awareness of the need for positive mental health	Evidence of the need for mental health support for young adults was well documented pre-pandemic. Equally, the demands placed on CAMHS were well documented. The emergence of the Emotionally Healthy Schools initiative offers schools a route to a whole school, approach to supporting their pupils' mental health. The pandemic has exacerbated this problem and we feel a moral duty to support our pupils well-being.	We plan to access the support of an SLE in launching our mental health strategy, to include: A development plan of activities Monitoring and review Key Stage 3, 4, and 5 The expertise of the SENDCO	SENDCO	HT line management meetings with the SENDCO to review progress

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £94,025				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
Pupil Premium First Strategy	Focus attention on the need for pupils entitled to the premium to receive the very best teaching	The progress of all pupils and those entitled to the premium increased in 2020 The Ofsted report of January 2020 endorses the quality of teaching seen	Quality First Teaching incorporates this approach and will continue	£2640.12
Additional Maths and English groups	Provide more targeted teaching and intervention through smaller class sizes	The progress of all pupils and those entitled to the premium increased in 2020 The Ofsted report of January 2020 endorses the quality of teaching seen		£7160.72 £9206.64
Alternative Provision planning, resourcing and staffing	To support pupils for whom a bespoke curriculum was necessary to inclusion and achievement	AP used successfully to reduce exclusions and ensure successful outcomes for three students in particular to re-engage them with their education (case studies available)	The need for alternative provision continues, in order to provide a bespoke curriculum for some pupils in danger of exclusion.	£6137.76 £517.92 £861.44

Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Behaviour support programme	Robust and consistent support for pupils' attitudes to learning, An additional post holder to respond to disruption to maintain positive classroom environments	The Ofsted report of January 2020 evidences the improvements made in behaviour management as a whole school approach	This is fully embedded into the school's ethos and will continue	£20885.15
Parental Engagement strategy	Engage with hard to reach parents Foster home school partnerships	Parent View shows a very positive attitude to the school. Increased intake in year 7 also points to positive parental engagement,	This is fully embedded into the school's ethos and will continue	£646.08 £640
Attendance and Punctuality strategy	Improved attendance through: EWO employed across the trust Attendance Officer in school Panel Meetings		This is fully embedded into the school's ethos, and needs to increase due to the impact of the pandemic	£4400 £12150 £1553.76
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Support for inclusion through targeted support	Trips subsidized Equipment, resources, and uniform subsidized Music Tuition provided	% accessing each?	This is fully embedded into the school's ethos and will continue	£3940 £200 £644
Access to an SLT dashboard for monitoring of Pupil Premium progress and initiatives	SLT can access information and be responsive to issues as they arise		This proved to be a successful source of support for leadership and will continue	£707.18 £388.44