



QUEEN'S PARK HIGH SCHOOL

School overview

Detail	Data
School name	Queen's Park High School
Number of pupils in school	651
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	T Kearns, Headteacher
Pupil premium lead	A Jones, L Phillips
Governor / Trustee lead	Sue Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,256
Recovery premium funding allocation this academic year including school led tuition	£36,817
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	£166,073

Part A: Pupil premium strategy plan

Statement of intent

The school committed to a significant journey of improvement, 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. We believe **education is not optional** and want to ensure **all pupils receive** a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Teaching and learning is at the heart of what we do at QPHS and we remain committed to deliver a broad and ambitious curriculum aimed to meet the needs of all pupils. Providing high quality teaching coupled with a wider enrichment offer is proven to make the biggest difference. We acknowledge the challenge faced by vulnerable students who are open to multi-agency work and we are keen to support all our learners to return to the routine of school in 2021/22 following two years of educational disturbance caused by the pandemic, although throughout this time we have remained uncompromising in our expectations of all pupils.

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

- Ensure that all PP students benefit from good and outstanding teaching and learning across the school
- Improve the behaviour and attitude to learning of PP students, so as to see them more fully engaged in the teaching and learning process
- Develop students' metacognition feedback strategies, to further engage students in their own learning and improve rates of progress of PP students.
- Develop current assessment models and strategies which diagnose gaps in progress amongst PP students, providing robust data and information which can be used to make judgements on appropriate intervention.
- Improve standards of literacy amongst PP students through the implementation of the whole school literacy development plan and through targeted intervention.
- Address the increased social, emotional and mental health issues which are affecting the progress and well-being of a small number of PP students.
- Improve attendance and punctuality of PP students in order to reduce incidences of missed learning.
- To ensure that no PP student is exempt from any opportunity at the school to fully take part in educational visits and enrichment activities
- All staff are highly ambitious and passionate about social mobility.
- CEIAG informs PP students across the curriculum about making subject and career decisions, inspiring and motivating students to reach their potential and raising aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Current reading ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers. LUCID testing had identified that, on entry, at least* 27% of disadvantaged students are working below their chronological age for word recognition and at least* 38% of students are working below their chronological age for spelling accuracy. This is a barrier which prevents progress and ability to access exam paper material thus leading to less secure outcomes at KS4. Culture of reading at home is not embedded.
2	PP students make less progress than non-PP students and this will then have a negative impact on their performance overall. Progress measures in 2019 indicate QPHS PP students achieved a P8 score of -0.73 , significantly poorer compared to that nationally of non-PP students of $+0.13$. Internal data from TAGs in 2021 show QPHS PP students made relative P8 progress of -0.72 compared to $+0.15$, achieved by their peers. These gaps are also reflected in KS3 data; during summer term in Year 9, over 45% of PP students were 'below track' compared to under 25% of non-PP students. National studies show that disadvantaged students and their families have been disproportionately impacted by partial school closures and disruption to learning.
3	Attitude to learning, resilience and engagement in class is lower with disadvantaged students which is linked to lower progress. This has partly been driven by recent disruption to learning due to COVID, which in turn has not only brought on lost learning, but has also caused gaps in exam and revision preparation, the PSHCE/CEIAG curriculum and extra-curricular opportunities.
4	Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 86.21% at the end of 2020/21. This is significantly below the target for all students of 95%. Some PP students showed persistent absence; this reduces their school hours and in-class assessments, observations and pastoral work evidence shows that absenteeism, is having a negative impact on disadvantaged students' progress.
5	The proportion of PP students receiving fixed term exclusions and internal exclusions is higher than non-PP students. Time out of education can create barriers between the school and home, reduce aspirations and diminish any love of learning. Exclusions also feed into our disadvantaged attendance challenge leading to gaps in learning.
6	Limited resources at home, and in some cases lack of parental engagement mean some PP students do not engage as fully or effectively in the classroom, or in activities that extend beyond the classroom
7	Assessment practice and planning does not consistently involve diagnosis of students' achievements and affect planning in a way that addresses emerging gaps in knowledge and/or skillsets which in turn, does not lead to adaptations of planning and curriculum. This is seen as a result of book sampling and the lack of variation between students' assessment responses.
8	Some PP students' behaviours in class are affected by their limited levels of learning resilience and there is a lack of consistency and understanding from all teachers as to how to support students with the development of resilience in their approach to their learning. We know this because of lower than average SSA marks for our PP cohort.

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															
<p>To reduce the difference between chronological age and reading age so that Reading growth in literacy improves based on expected rates of growth as per their chronological age. To improve standards of spelling across the disadvantaged cohort.</p>	<p>-Reduce the % of disadvantaged students working below their chronological age for word recognition/spelling. Current % as follows:</p> <table border="1" data-bbox="528 510 815 853"> <thead> <tr> <th>Year</th> <th>WR</th> <th>SP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>30%</td> <td>39%</td> </tr> <tr> <td>8</td> <td>32%</td> <td>42%</td> </tr> <tr> <td>9</td> <td>27%</td> <td>38%</td> </tr> <tr> <td>10</td> <td>15%</td> <td>26%</td> </tr> </tbody> </table> <p>-By 2024/25 and years leading up to this, reading, vocabulary and spelling intervention will have a direct impact on attainment.</p>	Year	WR	SP	7	30%	39%	8	32%	42%	9	27%	38%	10	15%	26%
Year	WR	SP														
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<p>Reduce the attainment difference between Year 11 PP and non-PP students and build safeguards to maintain and reduce the gap before students reach Year 11</p> <p>In Year 2 and 3, new assessment models in KS3 support identification of gaps with robust and valid data, which in turn leads to better intervention</p>	<p>-In Year 1, disadvantaged students making progress in line with FFT50 -Year 3, disadvantaged students making progress in line with FFT 20 -Identified gaps in progress in Year 10 at all data points based on data, where any gaps between disadvantaged students and their peers are initially maintained and then reduced. -Consistent application of good and outstanding teaching and learning identifies, intervenes and closes gaps between PP students and their peers -Consistent application of good and outstanding teaching and learning puts our PP students first with equity for our students with the biggest barriers to success e.g. PP students with SEND. -Embedding of new KS3 assessment model, initially in science and music, further rolled out to English and maths in Year 1, with success measured by both staff and student voice indicating greater confidence, knowledge and understanding of pupil progress. With the model rolled out in Year 2, gaps between disadvantaged students and their peers will be identified <u>faster</u> and interventions can be put in place quicker. In Year 2, based upon the new assessment model, the gap of IA1 in each KS3 year will be the greatest, narrowing throughout the year – progress enhanced by assessment informing teaching and learning. Our current Year 7 PP students will be making progress more in-line with non-PP students by the end of Year 9.</p>															
<p>Improve the behaviour and attitude of the minority of PP students who are disengaged in school life.</p>	<p>-Study Skills and Attitude Grades (SSA) improve resulting in fewer behaviour logs and increased progress for PP students. . -The average SSA for PP students in each year group is at least 2. -A minimum of 90% PP students achieve an SSA score of at least 2. - Staff voice indicates that PP students have increased aspirations over the programme. -Rates of engagement for extracurricular and enrichment involvement show PP students to be as engaged as those non-PP.</p>															
<p>Improved attendance rates of PP students</p>	<p>-The difference of attendance rates of PP students, improves from 86.2% to be more in line with non-PP students at 93.5%</p> <p>-In Year 2 and 3, PP students' attendance should improve upon Year 1, with a target of national average, but above the local authority average.</p>															

Improved exclusion rates of PP students.	<p>-The difference of exclusion rates of PP students, improves from 4.0% to be more in line with non-PP students at 1.7%.</p> <p>- In Year 2 and 3, exclusions of PP students should be no greater than non-PP students.</p>
Improve the parental engagement of parents of PP students.	<p>At least 100% of parents of PP students attend all in-school events or engage via other means (telephone meeting, one-to-one meeting) if unable to attend due to work commitments at least once during the academic year. This increased involvement of parents should support students to appreciate the value of education and year-on-year, this outcome will feed into progress, attendance and attitude to learning, supporting with an improvement in each of these measures.</p>
Consistency of Teaching and Learning PP Practice	<p>A set of teaching and learning principles will be shared with staff with pertinent training linked to the use of these in-class strategies. These will become embedded in all classrooms and evidence of their application will be seen in all learning walks, lesson observations and in professional conversations around T&L.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide extra support in maths, English and science by reducing class sizes to ensure high attainment.</p>	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>. [Larger classes] would reduce the amount of attention [teachers] could give to individual pupils during lessons and that this could have a negative impact on their learning</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Reduction in class size allows the teacher greater proximity to the students and thus more opportunities for one-to-one and small-group instruction. It also allows for high quality feedback which is an effective way to improve attainment.</p>	<p>1, 2, 3, 7</p>
<p>Improving literacy and reading in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>We will fund professional development and instructional coaching from <u>The Literacy Company</u> focussed on each teacher's subject area, with a focus on reading and spelling.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	<p>1, 2</p>
<p>Provide a mentor for all Y11 disadvantaged students to keep track of progress, attitude to learning and to support them in improving</p>	<p>According to the EEF, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</p>	<p>2</p>

<p>Create PP war boards, which will be used to highlight key students from each data collection</p>	<p>A 'War Board' is a Work-Action-Result board which displays which of your students are currently below, behind or on track of their target grades.</p>	
<p>Improving vocabulary and spelling in all subject areas in line with recommendation 2 in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund a schoolwide vocabulary programme LEXONIK focussed on explicit teaching of Tier 2 and Tier 3 vocabulary in all subject areas.</p>	<p>Acquiring subject-specific vocabulary is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>A report by the Sutton Trust in 2012 noted that there was a 19-month vocabulary gap between school starters from lower-income households and their more affluent peers. A report by Oxford Education for Oxford University Press states that it is likely that the COVID-19 pandemic has widened this gap further.</p>	1,2
<p>Development of T&L strategies which focuses directly on literacy during CPD time.</p> <p>This will support the whole school approach to Literacy development in all classrooms.</p> <p>Embedding retrieval practice across all subjects and all year groups. There will be evidence of regular retrieval work across the school. Staff inset time has been allocated to provide training to ensure a consistently practice across the school to support the learning of PP students.</p>	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>K. Jones (2019), (2021) and (2021) highlights the pedagogical benefits of retrieval practice and how it benefits students long term. Jones explains how retrieval practice aids later retention, prepares students for the next learning episode and helps boost confidence amongst all students, with positive outcomes for disadvantaged learners.</p> <p>J. Karpicke (2012) wrote that practicing retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. This is the most effective strategy for equipping our students with the skills for success long term.</p> <p>T. Sherrington (2019) highlights the benefits of regular retrieval. Sherrington states that the main benefit is that it allows students to reactivate recently acquired knowledge. This aids students long-term as it enhances their understanding of key concepts.</p>	1, 2, 3, 8
<p>Improving oracy in all subject areas in line with recommendations in the EEF Oral Language Interventions guidance via staff CPD.</p>	<p>Speaking Up for the Covid Generation report from I-CAN notes that 1.5 million* children are at risk of not being able to speak or understand language at an age-appropriate level.</p> <p>The Speak for Change Inquiry April 2021 notes that disadvantaged children with poor</p>	1, 2, 3, 6

	language skills can widen the reading gap by up to 5 years by the age of 14.	
Improving the use of assessment with a focus in Year 1 on diagnostic assessment in KS4 and how assessment shows progress in KS3 in order to ascertain disadvantaged pupil progress and monitoring of gaps	<p>Case studies show that embedding formative assessment helps students to make the equivalent of 2 months progress, with lower attaining students making greater progress:</p> <p><u>Embedding Formative Assessment Projects Education Endowment Foundation EEF</u></p> <p>The EEF also outline the need for good assessment models in order to support with diagnosing barriers to success across the curriculum:</p> <p><u>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</u></p>	2, 7, 8
Diagnosing barriers which are hindering levels of attainment in disadvantaged students across all three years if this plan. This will then feed into subsequent pupil premium statements and actions. This will primarily involve academic challenges across the curriculum e.g. numeracy across the school, metacognition development or mastery. However, this may not be limited to teaching and learning.	<p>Evidence shows that gaining a thorough knowledge of disadvantaged pupils' attainment levels and barriers to this across the curriculum is an important initial step in any plan to support disadvantaged students. Internal data supports this including teacher feedback and attendance/behaviour data.</p> <p><u>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</u></p>	2, 3, 4, 5, 7, 8
To develop an intervention model that supports all students but puts PP students first.	<p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits <u>disadvantaged pupils</u>.</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Daniel Sobel (2018) demonstrates the importance of a 'co-ordinated and robust intervention programme'. Sobel emphasises the importance of 'focussed, sustained and consistent intervention'.</p> <p>M. Rowland (2021) highlights the importance of adopting a culture of early intervention. This allows for issues to be rectified early and ensure that the student can develop fully</p>	2, 3, 4, 5, 7, 8

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-develop how support for disadvantaged students by the deployment of an intervention Teaching Assistants at key points in the school day supporting with SEND assessment, literacy intervention, attendance and behaviour strategies.</p>	<p>The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>Funding provided for School Led Tutoring Programme. The grant covers 75% of the funding with the school covering the remaining 25% of the cost. The target for this intervention is disadvantaged students.</p>	<p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p> <p>The EEF Teacher Toolkit, quoted in the DfE tuition guidance document states that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>The EEF guidance (2015) quoted in the DfE tuition guidance document states that tutoring can help build resilience.</p> <p>The EEF guidance (2018) also quoted in the DfE tuition states that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>Adopting a phonics-based targeted reading programme LEXONIK Leap as a reading intervention to develop knowledge, fluency of decoding and word mastery for disadvantaged pupils with scores below 84 who need</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

<p>additional help to comprehend texts and address vocabulary gaps.</p> <p>Adopting a reading comprehension based reading programme <u>LEXONIK Advance</u> to improve reading in students with a score between 85-112</p> <p>We will fund training for Y12 students from <u>The Literacy Company</u> to enable students to support a reading recovery programme for Y7/8 reluctant readers.</p>		
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tutoring to be provided to students are as follows:</p> <p>In-school catch-up tutoring for numeracy and literacy across the core subjects in Y7-10 and 1 small group tutoring per week across the core subjects across all KS3 and KS4</p> <p>In-school teacher-led small group tutoring outside of core subjects in Y11 at a frequency of once per fortnight</p> <p>Action Tutoring providing tutoring to Y10 students in English or maths</p> <p>Tute tutoring providing support across the key stages for 19 sessions of small group intervention across the curriculum</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2, 3
<p>Restructuring support for disadvantaged students by working with Teaching Assistants at key points in the school day supporting with literacy intervention, attendance and behaviour strategies.</p>	<p>The EEF identifies that teaching assistant interventions help low attaining pupils overcome barriers to learning, reducing the gap between their peers. Impact shows that when TAs deliver targeted intervention, this has a much greater effect on progress compared to everyday classroom environments.</p>	1, 2, 4

	Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	
Increasing visibility of disadvantaged students across all strategies in school, improving policies to support with putting disadvantaged students first in the curriculum, pastoral and intervention procedures.	Evidence indicates that any changes implemented to support disadvantaged students must be underpinned by successful policies rolled out across school. The EEF highlights the need for pupil premium student support must be aligned with current policies in school along with CPD to support 'putting disadvantaged students first': Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF	2, 3, 4, 5, 7, 8
Developing a new intervention model which reacts to acquired academic outcomes, IA data drops and formative assessment. This model will follow a 'wave' process, which scales up depending upon the need of the student and will feed into both subject and literacy based strategies. Intervention for disadvantaged students will come first. Establish LTPs that shows how the learning journey will be configured to address the knowledge gaps identified as part of term 3 Consistent use of Quality First Teaching strategies, based on our T&L foci will provide students with the support they need to make progress. QFT will be evidence via lesson drop-ins, detailed work scrutiny targets T&L emphasis – honing into and sharing of best practice with a high emphasis on literacy.	For the school to offer a successful and bespoke intervention process meeting each disadvantaged student's needs, a variety of evidence based strategies must be trialled, monitored, evaluated and implemented where there is proven success. Examples which the EEF identify as highly effective based on evidence strength are: Oral Language Intervention Oral Language Intervention Toolkit Strand Education Endowment Foundation EEF Effective Feedback Feedback Toolkit Strand Education Endowment Foundation EEF Tutoring One to One Tuition Toolkit Strand Education Endowment Foundation EEF Small Group Tuition Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £22,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the leadership of pupil premium and literacy to ensure a joined up and	Evidence shows that gaining a thorough knowledge of disadvantaged pupils' attainment levels and barriers to this across the curriculum	1, 2, 3 4, 5, 6, 7, 8

<p>strategic approach to the strategy.</p> <p>This involves the appointment of an Assessment lead PP Literacy Lead PP</p> <p>Plus 2 Assistant Key Stage leads of KS3&4 who will focus on achievement, behaviour and attendance to students in their Key Stage.</p>	<p>is an important initial step in any plan to support disadvantaged students. Internal data supports this including teacher feedback and attendance/behaviour data.</p> <p><u>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</u></p>	
<p>To develop a deliver a programme of 'Zones of Regulation' to PP students who do not meet the expected standard of behaviour.</p>	<p>M. Rowland (2021) highlights the importance of schools building positive relationships with students and their families in order for them to engage and have success.</p> <p>D. Sobel (2019) provides details of how to support students with behavioural issues in order to reduce Fixed Term Exclusions and return them to the classroom. Providing 'support in order to return to the classroom' is one of these effective strategies.</p> <p>M. Pinkett and M. Roberts (2019) consider the need for 'effective strategies to deal with behavioural issues before they enter the classroom.'</p> <p>T. Bennett (2020) states the importance of ensuring students understand how they are expected to behave. In some cases, students may need teaching about what is acceptable within a classroom environment. Until this is achieved, the student is not ready to learn.</p>	<p>3, 4, 6</p>
<p>Tailored parental engagement strategy which puts communication to disadvantaged families first, supports parents and guardian through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.</p>	<p>Parental engagement has an impact on progress in school, particularly students with low prior attainment. Evidence shows that strong links to home promotes a stronger student-school relationship:</p> <p><u>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3, 4, 6</p>
<p>Target and support greater attendance at parents evenings</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>6</p>

<p>Tracking and monitoring of attendance and attitudes to learning weekly, implementing specific support for disadvantaged students where intervention is required. Supporting disadvantaged students to value education with rewards for improved and consistent attendance rates, working with families and pastoral leads to overcome barriers to attendance.</p>	<p>Evidence from the NFER shows that attendance had the strongest links to Attainment 8 and Progress 8 outcomes at KS4. Poor attendance is linked to a variety of factors of which some are controllable challenges by school:</p> <p><u>Being Present - The Power of Attendance and Stability for Disadvantaged Pupils National Foundation for Educational Research NFER</u></p> <p>Research also shows that working on parental engagement, as part of the school's other strands, will support with some controllable challenges:</p> <p><u>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>3, 4, 6</p>
<p>A cultural capital focus with a curriculum which supports opportunities in the learning environment, relating learning to the world around them. Outside of the classroom, educational trips, visits to local business sites and foci on CEIAG education will all put disadvantages student first on an equity as oppose to equality basis.</p>	<p>Research shows that school focussing on cultural capital, both in and out of school, helps to support students facing socio-economic disadvantage. The best policies have a balance of both in-class and out-of-class opportunities, focussing on developing the individual beyond school which leads on to improved school outcomes and the value of education.</p> <p><u>Against the odds report.pdf (publishing.service.gov.uk)</u></p>	<p>2, 3</p>

Total budgeted cost: 166,073

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 2020 to 2021 academic year.

Outcomes from the Teacher Assessed Grade 2021 process for our Y11 leavers shows that the gap between disadvantaged students and their peers was 0.87 as per measures similar to P8. This gap is approximately half of that of the Centre Assessed Grade 2020 process indicating the gap had closed. 30% of disadvantaged students achieved a grade 5 in English and maths with 50% achieving a grade 4 in both. This is compared to outcomes of 19% and 43% achieving a grade 5 and 4 in English and maths respectively in 2020.

A number of inferences can be drawn from this information above. One of our specific aims of last year's statement was to ensure every disadvantaged student had access to remote learning and the learning they received during any lockdown supported these students to maintain parity of progress with their peers. A significant amount of time and CPD was placed on supporting staff to teach effectively using technology which proved invaluable during the January lockdown and student and parent voice indicated that remote learning provided by QPHS was some of the strongest and supportive in the area. For implementation of a successful online curriculum, all students needed access to technology and school ensured that any student in receipt of pupil premium who did not have access to a laptop, was provided with one.

Feeding into the above was our intent to improvement in general pedagogy, diagnostic assessment and feedback. We can confidently state that all actions and intended outcomes were met with the link to Quality First Teaching. CPD opportunities were provided on Rosenshine's principles which are evident across school and effective use of responsive teaching which had led to an uptake in the use of proven assessment strategies such as low stakes testing and multiple choice questioning to support with teaching and learning. A new feedback model has also been rolled out to the school which has proven to provide new opportunities to teachers to have more autonomy in how to provide feedback.

One of our main outcomes was to focus on low levels of literacy. CPD on disciplinary literacy was a staple of the professional development calendar for staff and reading intervention strategies were embedded across the curriculum. On reflection on literacy barriers to disadvantaged students and with further input from an external Pupil Premium review, it is clear that the school is not yet at a place where we have closed the literacy gap. This will feed directly into our three year plan from 2021-2024 with literacy being our top priority.

Attendance of disadvantaged students and those which were persistently absent was a main outcome focus from last year's statement. The goal was to reach 90% for these students. Pupil premium student attendance was 86.21% for the 2020-21 academic year compared to that of their peers which was 93.46%. Although disruption due to COVID may have played an influence here, we did not reach our goal target and therefore, attendance of disadvantaged students in an area of focus in our 3 year plan.

Externally provided programmes

Programme	Provider
Bespoke Literacy CPD	The Literacy Company
Action Tutoring	Tute
Vocabulary/Reading comprehension	LEXONIK