

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | 884 |
| Proportion (%) of pupil premium eligible pupils | 33.1% (293 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 |
| Date this statement was published | 22.10.21 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Helen Reeves |
| Pupil premium lead | Karen Hill |
| Governor / Trustee lead | Stephen Lewis |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £279,815.00 |
| Recovery premium funding allocation this academic year Recovery premium funding - GOV.UK (www.gov.uk) | £43,645.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £00.00 |
| 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 | £323,460.00 |

Part A: Pupil premium strategy plan

Statement of intent

The intent of our Pupil Premium strategy is to provide equity for all pupils.

Our strategy aims to provide an accessible broad and balanced curriculum for all pupils providing them with the confidence and competences to be able to thrive and flourish in their learning.

We are committed to offering a wider learning experience that supports their social, emotional and cultural development.

We intend to provide at least proportional representation of disadvantaged pupils in all that we do. This includes all aspects of the teaching and learning strategy and extends through to our wider learning opportunities that enrich our provision.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lower levels of school attendance. |
| 2 | Reduced engagement with school and learning. |
| 3 | Lack of aspiration. |
| 4 | Low levels of literacy. |
| 5 | Low levels of numeracy. |

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 |
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| Secure better than expected progress for all pupils. | All pupils achieve in line with a 2019 progress of: P8 : 0.5 Attainment : 5.1 |
| Narrow the attainment gap at both Key Stages in respect of disadvantaged pupils. | Attainment gap for disadvantaged to non disadvantaged pupils is less than 2019. |

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| <p>Raise achievement and remove barriers to learning for all pupils.</p> | <p>Average attitude to learning scores for disadvantaged pupils are in line with non disadvantaged pupils.</p> <p>Attendance gap between disadvantaged and non disadvantaged is reduced.</p> <p>Increased attendance at wider learning is in line with non PP pupils.</p> |
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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: £177,281.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Review curriculum intent at KS3 to ensure pupils can do more and know more.</p> <p>Quality assure the delivery of the curriculum for all pupils by regular learning walks and 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.</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>The EEF Guide To The Pupil Premium</p> <p>The EEF Big Picture</p> <p>NFER : What are the most effective ways to support disadvantaged pupils’ achievement? (Nov 2015)</p> | <p>3</p> <p>4</p> <p>5</p> |
| <p>To ensure high quality teaching and learning based on a programme of CPD to improve pedagogy by implementing Walk Thrus.</p> | <p>DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability (18.10.19 and updated 23/7/21)</p> <p>The EEF Guide To The Pupil Premium</p> | <p>2</p> <p>3</p> |

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| <p>Quality assurance will focus on the impact of high quality teaching to reduce the attainment gap between disadvantaged and non disadvantaged pupil</p> <p>Early Career Teachers will develop effective teaching through engagement with the Early Career Framework reform working with Ambition Institute and benefitting from instructional coaching.</p> | <p>The EEF Big Picture</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84,160.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provide Literacy interventions for all pupils who have a reading age below their chronological age.</p> <p>Provide a programme of intense tutoring that will include: Literacy in the curriculum, Literacy Catch Up and Lexia.</p> <p>These take place in small focussed groups based on cycle data analysis and reading age scores across key stages 3 and 4.</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders (Nov 2015)</p> <p>The EEF Guide To The Pupil Premium</p> <p>NFER : What are the most effective ways to support disadvantaged pupils’ achievement? (Nov 2015)</p> | <p>4</p> |

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| <p>Provide Numeracy interventions for all pupils who are not making expected progress in Mathematics.</p> <p>Provide a programme of 1:1 tutoring based on cycle data analysis across key stages 3 and 4.</p> <p>Over-staff maths classes in year 11 to reduce class sizes to mentor students, increase engagement and motivation in this subject.</p> <p>Provide specific intervention for HA pupils in Maths (RSA).</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>Supporting The Attainment of Disadvantaged Pupils Briefing For School Leaders (Nov 2015)</p> <p>The EEF Guide To The Pupil Premium</p> <p>NFER : What are the most effective ways to support disadvantaged pupils’ achievement? (Nov 2015)</p> | 5 |
| <p>Provide speech and language therapy to help improve communication skills for pupils who struggle with spoken and written language.</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>The EEF Guide To The Pupil Premium</p> | 4 |

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

Budgeted cost: £62,019

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <p>A range of specific interventions for individual pupils to increase overall attendance and reduce persistent absence will be employed.</p> <p>Provide emotional and social support for all pupils through embedding an ethos</p> | <p>The EEF Guide To The Pupil Premium</p> <p>TIAAS (Trauma Informed Attachment Aware School).</p> | <p>1</p> <p>2</p> <p>3</p> |

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| <p>of 'The Connected School'. To increase pupils' sense of belonging, connectedness and improved relationships enabling all pupils to attend, flourish, thrive and achieve.</p> <p>Provide CPD TIAAS (Trauma Informed Attachment Awareness School) training for all staff to develop a greater awareness around pupil behaviours.</p> <p>Provide school nurse drop in sessions.</p> | | |
| <p>Provide a Pupil Premium fund for staff to bid for an intervention or resource that will have a positive impact on pupil premium pupils. Bid forms will require staff / departments to specify impact measures which will need to be agreed with senior staff in order for funds to be released.</p> | <p>NFER : What are the most effective ways to support disadvantaged pupils' achievement? (Nov 2015)</p> | <p>2</p> |
| <p>Provide a wide range of activities for all pupils to participate in the wider curriculum to enrich provision. Additional activities will help address deficits in cultural capital. Targeted support for pupil premium and LAC pupils to help them engage and access</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability (18.10.19 and updated 23/7/21)</p> <p>The EEF Guide To The Pupil Premium</p> <p>The EEF Big Picture</p> | <p>2 3</p> |

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| opportunities including educational trips and visits. | | |
| <p>Provide opportunities to develop cultural capital with targeted groups of pupils to extend understanding of their community and local culture by providing opportunities in year 7.</p> <p>Throughout years 7, 9 and 11. Pupils will be supported with Elevate seminars. These will cover the following areas of learning:</p> <ul style="list-style-type: none"> - Study Skills Kick Start - Junior Time Management - Study Sensei - Student Elevation - Memory Mnemonics - Ace Your Exams <p>These sessions are designed to elevate pupil's expectations of themselves and provided the skills they need to engage with the work they do in lesson and at home.</p> | <p>DFE Policy Paper – Pupil Premium (June 2021)</p> <p>DFE Guidance For Pupil Premium: Pupil Premium Effective Use & Accountability (18.10.19 and updated 23/7/21)</p> <p>The EEF Guide To The Pupil Premium</p> <p>The EEF Big Picture</p> <p>Elevate Education</p> | <p>2</p> <p>3</p> |

Total budgeted cost: £323,460.00

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.

| Strategy | RAG Rating (Red,Amber,Green) | Comments |
|--|---------------------------------|---|
| High quality online teaching and learning during lockdowns. Included training staff (teachers, pastoral and teaching assistants). | Green | Strategies and systems were in place to ensure that pupils who were absent from online lessons were supported to get online and disadvantaged pupils were a focus for Heads of Year to call home. |
| Close monitoring of attendance during in school and over lockdowns. Pastoral staff called home to chase absences. PP pupils called first (in school and online). | Green | All absent pupils were called by Heads of Year. |
| IT support for pupils struggling to log on to virtual lessons – early intervention. | Green | IT team support for pupils during remote learning. |
| Laptops and dongals issued to disadvantaged pupils. | Green | |
| Provision of paper pack lesson resources for disadvantaged pupils. | Green | |
| Postcards home to affirm pupils. Disadvantaged pupils prioritised. | Green | |
| Provision of food vouchers for FSM and low income families. | Green | |

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| In school provision for disadvantaged key worker pupils. | Green | |
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------|-------------------|
| Study Sensei | Elevate Education |
| Time Management | Elevate Education |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.