

Pupil premium strategy statement – Queen’s Park High School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	656
Proportion (%) of pupil premium eligible pupils	29.53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T Kearns, Headteacher
Pupil premium lead	A Jones
Governor / Trustee lead	J Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£231,120

Part A: Pupil premium strategy plan

Statement of intent

The goal of our Pupil Premium strategy is to close the achievement gap between PP students and their less disadvantaged peers.

Whilst QPHS remained uncompromising in our expectations of all pupils, COVID-19 had a disproportionate and significant impact on our pupil premium students, especially the most vulnerable, those who are disadvantaged and with SEND. Our previous three-year plan and this one have the same aspirational goal of closing the disadvantage gap so that PP students achieve as well as their peers.

The challenges faced by our PP students are complex and therefore no single strategy will lead to a closing of the gap. The strategies outlined in this plan draw heavily from the research provided by the DfE and Education Endowment Foundation but are also tailored to reflect the specific context of our students at Queen's Park High School.

The main barriers and therefore strategies focus on:

- Ensuring all students benefit from good and outstanding teaching and learning
- PP students being at the forefront of all educational decision made in the school
- Improving attendance of PP students
- Improving the literacy and reading ability of PP students
- Improving the behaviour and attitude to learning of PP students, to see them more fully engaged in the teaching and learning process
- Addressing the increased social, emotional and mental health issues which are affecting the progress and well-being of certain PP students
- Improving the engagement of PP students in school life through extra-curricular opportunities

Whilst some of the strategies focus on pastoral care, staff at QPHS know that sending students into the world with qualifications that open doors for their next steps in life is the best pastoral care we can offer.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Reading ages</p> <p>Current reading ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers.</p> <table><tr><td></td><td>Average Standard Age Score</td><td>Average Reading Age</td></tr><tr><td>PP</td><td>93.94</td><td>10.5</td></tr><tr><td>NPP</td><td>106.40</td><td>13</td></tr></table> <p>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.</p>		Average Standard Age Score	Average Reading Age	PP	93.94	10.5	NPP	106.40	13			
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PP	93.94	10.5											
NPP	106.40	13											
2	<p>Historic academic progress</p> <p>PP students make less progress than non-PP students and this will then have a negative impact on their performance overall. Progress measures in 2023-24 indicate QPHS PP students achieved a P8 score of -0.74 whilst NPP students achieved a P8 score of +0.25.</p>												
3	<p>Attendance</p> <p>Disadvantaged students’ attendance is historically lower than non-disadvantaged.</p> <table><tr><td>Year</td><td>PP</td><td>NPP</td></tr><tr><td>2021-22</td><td>83.95</td><td>91.71</td></tr><tr><td>2022-23</td><td>83.14</td><td>91.53</td></tr><tr><td>2023-24</td><td>81.91</td><td>91.81</td></tr></table> <p>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.</p>	Year	PP	NPP	2021-22	83.95	91.71	2022-23	83.14	91.53	2023-24	81.91	91.81
Year	PP	NPP											
2021-22	83.95	91.71											
2022-23	83.14	91.53											
2023-24	81.91	91.81											
4	<p>Suspensions and Internal Exclusions</p> <p>The proportion of PP students receiving suspensions 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. Suspensions also feed into our disadvantaged attendance challenge leading to gaps in learning.</p> <table><tr><th colspan="3">Suspension % of marks</th></tr><tr><td>Group</td><td>2022-23</td><td>2023-24</td></tr></table>	Suspension % of marks			Group	2022-23	2023-24						
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	<table><tr><td>All</td><td>0.24</td><td>0.25</td></tr><tr><td>Year 7</td><td>0.17</td><td>0.49</td></tr><tr><td>Year 8</td><td>0.27</td><td>0.19</td></tr><tr><td>Year 9</td><td>0.51</td><td>0.19</td></tr><tr><td>Year 10</td><td>0.25</td><td>0.29</td></tr><tr><td>Year 11</td><td>0.21</td><td>0.22</td></tr><tr><td>PP</td><td>0.46</td><td>0.45</td></tr></table>	All	0.24	0.25	Year 7	0.17	0.49	Year 8	0.27	0.19	Year 9	0.51	0.19	Year 10	0.25	0.29	Year 11	0.21	0.22	PP	0.46	0.45						
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Year 11	0.21	0.22																										
PP	0.46	0.45																										
5	<p>Parental Engagement</p> <p>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.</p> <p>Synergy points</p> <p>Attitude to learning, both positive and negative is recorded on Synergy (from January 2023 onwards).</p> <table><tr><th>Group</th><th>Jan 2023 - August 2023</th><th>2023-24</th></tr><tr><td>PP</td><td>166</td><td>546</td></tr><tr><td>NPP</td><td>269</td><td>750</td></tr></table> <p>Engagement in extra-curricular activities</p> <table><tr><th colspan="2">Attended 1</th><th colspan="2">Attended 3+</th><th colspan="2">Attended 5+</th></tr><tr><th>PP</th><th>All</th><th>PP</th><th>All</th><th>PP</th><th>All</th></tr><tr><td>63%</td><td>82%</td><td>31%</td><td>52%</td><td>11%</td><td>27%</td></tr></table>	Group	Jan 2023 - August 2023	2023-24	PP	166	546	NPP	269	750	Attended 1		Attended 3+		Attended 5+		PP	All	PP	All	PP	All	63%	82%	31%	52%	11%	27%
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6	<p>SEMH</p> <p>Increased social, emotional and mental health issues which are affecting the progress and well-being of certain PP students.</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
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.	- SAS scores of PP students increase so that they are closer towards 100 in line with chronological age.
Reduce the progress difference between Year 11 PP and non-PP students *For 24-25 and 25-26 outcomes, this will be reflected in the closing of the Attainment 8 gap with no national Progress 8 data available.	- The progress of PP students is in line with PP students nationally, with the ultimate goal that the progress of PP students is in line with NPP students at QPHS. - 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.
Improve the behaviour and attitude of the minority of PP students who are disengaged in school life.	- Behaviour to learning Synergy points data shows PP students attitude to learning is in line with NPP students. - Rates of engagement for extracurricular and enrichment involvement show PP students to be as engaged as those non-PP.
Improved attendance rates of PP students	- The difference of attendance rates of PP students compared with NPP improves to be in line.
Improved suspension rates of PP students.	- Suspension rates of PP and NPP students is comparable.
Improve the parental engagement of parents of PP students.	- 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.
Consistency of Teaching and Learning PP Practice	-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

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,518

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy across the curriculum</p> <p>Strengthen literacy and reading across all subject areas, following the recommendations from the <i>EEF's Improving Literacy in Secondary Schools</i> guidance. This includes embedding disciplinary literacy approaches within every curriculum area and providing ongoing CPD so that all staff can explicitly teach the reading and literacy skills needed for their subject.</p> <p>Improving Literacy in Secondary Schools</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</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:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2

<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>CPD</p> <p>Deliver whole-school CPD on effective Assessment for Learning (AfL) practices to ensure teachers can accurately identify gaps in knowledge and skills, with particular attention to disadvantaged students. Staff will use high-quality formative assessment strategies to diagnose misconceptions earlier and adapt teaching accordingly, enabling disadvantaged learners to make accelerated progress and close attainment gaps more quickly.</p> <p>Strengthen Quality First Teaching (QPFT) by reviewing and developing high-quality curriculum resources that effectively support learning for all students, with a particular focus on disadvantaged learners. This will particularly focus on the use of booklets in lessons. Staff will engage in ongoing CPD to evaluate, refine, and implement resources that are accessible, well-</p>	<p>Formative assessment leads to measurable gains in student progress. In a large-scale trial of embedding formative assessment, led the by Education Endowment Foundation (EEF), 2018, found pupils made the equivalent of two additional months' progress on their GCSE Attainment 8 scores compared with similar schools not using the programme.</p> <p>Although booklets have been part of the T&L strategy for a few years, the EEF, 2018, outlines that any implementation strategy should be part of a cycled process (explore, prepare, deliver, sustain). Our provision is currently in the sustain to explore area of the cycle where full reviews will take place on the use of booklets and their impact on disadvantaged students' progress.</p>	1, 2

sequenced, and aligned to subject pedagogy, ensuring disadvantaged students can engage fully with the curriculum and make strong, sustained progress.		
Pupil Premium First Review Conduct a comprehensive review of the Pupil Premium First strategy, which has been in place since 2022, to evaluate its impact on teaching and learning across the school. This academic year, each of the 10 strands of the strategy will be examined in detail, assessing how they have influenced outcomes for disadvantaged students across all curriculum areas. The review will identify strengths, areas for improvement, and actionable next steps to ensure that the strategy continues to effectively close attainment gaps and support high-quality, inclusive learning for all pupils.	The EEF, 2018, outlines that any implementation strategy should be part of a cycled process (explore, prepare, deliver, sustain).	1, 2

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

Budgeted cost: £112,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
MAD Plans Targeted academic support is embedded within every curriculum area's 'Making A Difference' plan to ensure disadvantaged students receive timely, evidence-informed interventions that address specific gaps in knowledge and	Departments prioritise time and resources for disadvantaged students who are identified as working below target after each IA points and following every curriculum 'Health Check'. Using this ongoing assessment information, teachers provide timely, targeted academic support that addresses the specific gaps and misconceptions holding these learners back. This approach aligns with EEF guidance,	2, 5

skills. Each department identifies priority learners, outlines the strategies most likely to accelerate their progress, and monitors the impact of these approaches throughout the year. This systematic planning ensures that disadvantaged students are consistently supported across all subjects, enabling them to make stronger progress and close attainment gaps more effectively.	which emphasises the importance of high-quality diagnostic assessment and targeted, structured interventions to accelerate progress for disadvantaged pupils. By systematically identifying need, planning appropriate support, and reviewing impact, departments ensure that disadvantaged students receive the most effective help to close attainment gaps rapidly and sustain improvement across subjects.	
Phonics 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 additional help to comprehend texts and address vocabulary gaps. Adopting a reading comprehension based reading programme LEXONIK Advance to improve reading in students with a score between 85-112	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2
Visibility Increase the visibility of disadvantaged students across all whole-school strategies by strengthening policies and practices that ensure they are prioritised in curriculum planning, pastoral support, and intervention procedures. This includes systematically identifying their needs, monitoring their progress, and embedding approaches that place disadvantaged learners at the forefront of decision-	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	1, 2, 3, 4, 5, 6

making to ensure they receive the support necessary to thrive.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Managers (PSMs) Increase the capacity of Pastoral Support Managers to ensure one dedicated manager for each year group. This will provide more consistent, targeted support for disadvantaged students throughout the school day, prioritise communication with families, guide parents and guardians through key educational decisions, and create structured opportunities for pastoral care, extra-curricular engagement, and future planning, all with strong home-school links to support student success.	<p>Parents play a crucial role in supporting their children's learning, which in turn 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 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>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p> <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>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	2, 3, 4, 5, 6
Attendance Strengthen support for disadvantaged students through strategic leadership and targeted interventions. J. Cutler,	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:	2, 3, 5

<p>Assistant Headteacher, leads this work, ensuring that data monitoring is central and accessible to all stakeholders, enabling timely identification of need and evaluation of impact. The attendance team actively engages with the community to improve student attendance, while the provision of a minibus at the Handbridge site ensures key disadvantaged students are picked up each morning, removing barriers to consistent attendance and supporting their full participation in school life.</p> <p>Tracking and monitoring of attendance, 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. We will use PP funding to part fund an additional attendance officer.</p>	<p>Being Present - The Power of Attendance and Stability for Disadvantaged Pupils National Foundation for Educational Research NFER</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>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Extra-curricular</p> <p>Funding to support extracurricular activities for disadvantaged students (sports, music,</p>	<p>Extracurricular activities are an important part of education. The aim is to increase school engagement. The EEF arts participation impact shows that students make up to 3 months additional progress when engaged with regular arts participation. This also includes</p>	<p>3, 5, 6</p>

art, enrichment curriculum clubs)	improved attitude to learning, increased wellbeing and greater engagement with the wider school.	
Thrive Staff training for the Thrive curriculum. Two members of staff will become house experts on the Thrive curriculum with the aim of upskilling the staff body in the second year.	The Thrive approach is based on four pillars, <ul style="list-style-type: none"> • Attachment theory • Child development theory • Neuroscience • Play, creativity and the arts The aim is to improve attendance, behaviour and learning outcomes. https://www.thriveapproach.com/impact-and-research/research-behind-thrive	2, 3, 4, 5, 6
Contingency fund.	Our experience shows that it is useful to have a contingency fund to quickly respond to individual students needs that have yet to be identified.	5, 6

Total budgeted cost: £231,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes

Evidence shows that high-quality teaching and learning has the greatest impact on the outcomes of disadvantaged (PP) students. As part of this three-year strategy, the school has developed a Pupil Premium Promise for staff to embed in lessons, aiming to improve outcomes for PP students. All staff have received CPD on this 10-point plan, and it is actively used in learning walks and observations to ensure consistency in its application and in teaching and learning that prioritises PP students. Learning walks demonstrate that the Pupil Premium Promise strategies are consistently implemented across the school and are positively impacting student outcomes.

This academic year, the Pupil Premium First strategy will be analytically reviewed at a granular level to identify which of the 10 strands have the biggest impact on outcomes. The most effective strands will then be upscaled and refined, ensuring that successful approaches are maximised and further strengthened to continue closing attainment gaps and enhancing teaching and learning for all disadvantaged students.

	18/19	21-22	22-23	23-24
P8 PP	-0.84	-1.88	-0.80	-0.74
P8 NPP	+0.16	+0.51	+0.40	+0.25
Gap	-1.00	-2.39	-1.20	-0.99

Whilst Progress 8 shows that there is still a gap to NPP students, it is clear the disproportionate impact that COVID-19 had on our disadvantaged students. Due to the work of our PP strategy the gap in the last two years has significantly reduced and is now in line with pre-pandemic levels.

Cheshire West and Chester data shows that the P8 for disadvantaged students in the local authority is -0.71 meaning we are currently in line with local outcomes for disadvantaged students.

In addition, the most disadvantaged students in society, those who are PP **and** SEND were the most affected by the COVID-19 pandemic. The table below shows the gap for these students post pandemic and how our work has significantly closed this gap.

	18/19	21-22	22-23	23-24
P8 NPP	+0.16	+0.51	+0.35	+0.21
P8 PP & SEND	-0.91	-2.52	-1.70	-1.07
Gap	-1.07	-3.03	-2.05	-1.28

Whilst the trend in progress data is positive the gap still needs to be addressed, however the strategies we have are clearly working to close the gap based on the external data.

	18-19	21-22	22-23	23-24	24-25
A8 Grade PP	3.02	2.65	3.67	3.05	3.46
A8 Grade NPP	4.95	5.95	5.27	5.24	4.99
Gap	1.93	3.30	1.60	2.19	1.53

In 2024-25 and 2025-26, headline outcomes are reported as Attainment 8 figures due to gaps in KS2 data from the Covid period. In the most recent set of GCSE exams, the attainment gap is now at its smallest with the post-Covid gap now closed by over one and a half grades.

	2019 PP	2019 Non- PP	2022 PP	2022 Non- PP	2023 PP	2023 Non- PP	2024 PP	2024 Non- PP	2025 PP	2025 Non- PP
9-5 in Eng & Mat	4.8	43.9	11.8	73.3	14.3	50.0	13.8	59.3	19.6	55.3
9-4 in Eng & Mat	23.8	73.2	29.4	88.9	46.4	72.2	24.1	73.6	41.3	71.1

Outcomes in key 9-5 and 9-4 English and maths measures show PP students are consistently achieving in the two subjects compare to pre-and Covid periods. Gaps are also closing between their peers.

Reading score improvements

The table below shows the standard age score from the NGRT reading assessment for the PP students who took part in reading interventions.

Year group (as of academic year 24-25)	Standard age score – previous test	Standard age score – following intervention
8	85.19	84.48
9	82.83	83.54
10	73.33	78.91
11	85.83	93.94

The data shows the positive impact that structured reading interventions are having in increasing the reading age of students towards their chronological age.

For all students there has been a big focus on literacy in lessons such as teaching of disciplinary literacy in context, KS3 literacy homework becoming further embedded and breaking down large text into manageable chunks. In addition, the amount and structure, of reading interventions has increased significantly during this three-year plan, using the IDL and Lexonik leap and Lexonik Advance programmes.

Engagement to parents evening

To support with academic progress of PP students, all events in school such as parents' evenings and options evening, parents had a personalised phone call invite to help overcome barriers to attendance, such as transport. In addition, any parents who could not attend then had a strategic phone call with Mr Jones or head of year, with plans put in place to support with revision and how school can support.

Externally provided programmes

Programme	Provider
Action Tutoring	Tute
Vocabulary/Reading comprehension	LEXONIK
NGRT	GL