



QUEEN'S PARK HIGH SCHOOL

School overview

Detail	Data
School name	Queen's Park High School
Number of pupils in school	764
Proportion (%) of pupil premium eligible pupils	26%
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	T Kearns, Headteacher
Pupil premium lead	T Gregory
Governor / Trustee lead	Sue Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,163.02
Recovery premium funding allocation this academic year including school led tuition	£56,580.00
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	£283,743.02

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
- To 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	<p>Current reading ages on entry to year 7 for PP students, in all year groups, are lower than their non-PP peers.</p> <p>GL NGRT testing of year 7 September 2023.</p> <table border="1"> <thead> <tr> <th></th> <th>Average Standard Age Score</th> <th>Average Reading Age</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.73</td> <td>10</td> </tr> <tr> <td>NPP</td> <td>102.42</td> <td>12</td> </tr> </tbody> </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	95.73	10	NPP	102.42	12
	Average Standard Age Score	Average Reading Age								
PP	95.73	10								
NPP	102.42	12								
2	<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 2022-23 indicate QPHS PP students achieved a P8 score of -0.8 whilst NPP students achieved a P8 score of +0.36. National studies show that disadvantaged students and their families have been disproportionately impacted by partial school closures and disruption to learning.</p>									
3	<p>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.</p>									
4	<p>Attendance of disadvantaged students is historically lower than non-disadvantaged. Attendance rates for PP students was 82.98% at the end of 2022-23 and for non-PP students it was 91.35%. 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>									
5	<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>									
6	<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>									
7	<p>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.</p>									

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.
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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.	<ul style="list-style-type: none"> - SAS scores of PP students increase so that they are closer towards 100 in line with chronological age. -By 2024/25 and years leading up to this, reading, vocabulary and spelling intervention will have a direct impact on attainment.
<p>Reduce the progress 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>	<ul style="list-style-type: none"> - 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. -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.
Improve the behaviour and attitude of the minority of PP students who are disengaged in school life.	<ul style="list-style-type: none"> - Behaviour to learning Synergy points data shows PP students attitude to learning is in line with NPP students. In 2022-23 the average number of synergy points for a PP student was 166 whilst it was 269 for a NPP student. - 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	<ul style="list-style-type: none"> -The difference of attendance rates of PP students, improves from 82.98% to be more in line with non-PP students at 91.35% -In Year 3, PP students' attendance should improve upon Year 1 and 2, with a target of national average, but above the local authority average.

Improved suspension rates of PP students.	<p>- 45% of the students suspended in 2022-23 were PP students with the population of the school being 31% PP.</p> <p>- In Year 3, suspensions of PP students should be no greater than non-PP students.</p>
Improve the parental engagement of parents of PP students.	<p>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: £82,317.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy and reading in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching from The Literacy Company focussed on each teacher's subject area, with a focus on reading and spelling. – Year 1</p> <p>Embed pedagogy of disciplinary literacy and reading in all curriculum areas with continued CPD. – Year 2/3</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:</p> <p>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>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	1, 2, 3, 8

<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><u>word-gap.pdf (oup.com.cn)</u></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>	
<p>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. Year 2 and 3 embedding new Key Stage 3 assessment model.</p>	<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>	<p>2, 7, 8</p>
<p>To develop an intervention model that supports all students but puts PP students first.</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>.</p>	<p>2, 3, 4, 5, 7, 8</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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,850.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding provided for School Led Tutoring through the National Tutoring Programme.</p> <p>Year 1 – 75% subsidy 25% school contribution</p> <p>Year 2 – 60% subsidy 40% school contribution</p> <p>Year 3 – 50% subsidy 50% school contribution</p> <p>The target for this intervention is disadvantaged students.</p> <p>In addition, employing an Academic Mentor through the National Tutoring Programme to support with EAL provision of PP 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>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5, 6,</p>
<p>Targeted academic support forms a section of every curriculum area 'Making A Difference' plan.</p>	<p>Departments focus time and resources on the PP students identified below target after each assessment point and after each 'Health check'.</p>	<p>2</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 additional help to comprehend texts and address vocabulary gaps.</p> <p>Adopting a reading comprehension based reading programme LEXONIK Advance to improve reading in students with a score between 85-112</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>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.</p>	<p>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:</p> <p>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5, 7, 8</p>
<p>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.</p> <p>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</p>	<p>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:</p> <p>Oral Language Intervention Oral Language Intervention Toolkit Strand Education Endowment Foundation EEF</p> <p>Effective Feedback Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Tutoring One to One Tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

T&L emphasis – honing into and sharing of best practice with a high emphasis on literacy.	<u>Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,055.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase capacity of Pastoral Support Managers so that there is one for each year group. This will enable us to support our disadvantaged students more throughout the day and puts communication to disadvantaged families first, supports parents and guardians through key decisions in their child's education and provides opportunities for pastoral, extra-curricular and future planning with strong links to home.	<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><u>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</u></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><u>Using Your Pupil Premium Funding Effectively Education Endowment Foundation EEF</u></p>	1, 2, 3, 4, 5, 6, 7, 8
Work with the behaviour hubs programme to	M. Rowland (2021) highlights the importance of schools building positive relationships with	3, 4, 6

<p>improve standards of behaviour and build on relationships to improve attitude to learning</p>	<p>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>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>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>Funding to support extracurricular activities for disadvantaged students (sports, music, art, enrichment curriculum clubs)</p>	<p>Extracurricular activities are an important part of education in its own right. The aim is to increase school engagement. Example of <u>arts participation</u> impact.</p>	<p>3, 4, 6</p>
<p>Year 11 Aspirations programme. Increase aspirations of disaffected year 11 students through the QPHS Aspirations programme, looking at future careers and next steps as well as incentives to in school success.</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, 3, 4, 6</p>

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.	

Total budgeted cost: £203,868

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 2022 to 2023 academic year.

NGRT reading scores show that on average the Standard Age Score (SAS) of all disadvantaged students increased from 94.9 to 97.3. Whilst still below the national average of SAS 100, this is significant progress over a 10 month period. The PP students completing literacy intervention using Lexonik showed an average gain of 7 SAS points, the approximate equivalent of 15.5 months. 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 increased significantly in the academic year 2022-23 using the IDL and Lexonik leap and Lexonik Advance programmes.

Evidence tells us that high quality teaching and learning will have the biggest impact on outcomes of PP students. As part of the work in this three year strategy the school have developed a Pupil Premium promise for staff to use in lessons to improve outcomes for PP students. There has been CPD for all staff around this 10 point plan and it is used as part of learning walks/observations to ensure that there is consistency in its application and teaching and learning focussing on PP students. Learning walks show that the PP promise T&L strategies are consistently used across the school and this is having an impact on outcomes of students. Disadvantaged students are both attaining and progressing with us at QPHS based upon the 2023 outcomes. The A8 grade has moved from 26.50 to 36.70 which is the best attainment of a disadvantaged cohort ever at QPHS. In addition the A8 gap to their peers has reduced from 33.00 to 16.00 meaning the attainment gap has halved in one year. Our gap between disadvantaged students and their peers has closed from 2.39 to 1.19 which has halved exactly since the PP P8 figure now sits at -0.80. Interestingly, non-disadvantaged students did not progress as much as 2022 non-disadvantaged students indicating the impact of the work from the PP promise. Disadvantaged students now also have the currency of qualifications to easily progress to the next stage of their education since 46.4% are leaving with a 9-4 in English and maths which is up 17.0% on 2022 and 22.6% on 2019. Disadvantaged students leaving with 5 standard passes has increase to 39.3% from 29.4% in 2022. Disadvantaged students are also performing in individual subjects with disadvantaged students in English literature and photography both having positive SPIs and 8 other subjects having an SPI greater than -0.50.

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.

In 2022-23 the attendance of PP students across the whole school was 82.98% compared with NPP students of 91.35% showing a gap of 8.37%. This gap is larger than the previous academic year, 2021-22 where the gap was 7.76%. During the academic year 2022-23 an additional attendance officer was employed to focus on the attendance of disadvantaged pupils, by creating relationships with our most disadvantaged low attending students and help overcome barriers to school attendance. During summer of year 11 exams she picked up students for exams who otherwise may not have attended, and all of these students graded in all of their exams.

Attitude to learning, both positive and negative is recorded on Synergy (from January 2023 onwards). In 2022-23 the average number of synergy points for a PP student was 166 whilst it was 269 for a NPP student. In addition 45% of the students suspended in 2022-23 were PP students with the population of the school being 31% PP so the rate of PP student exclusion is still slightly higher than NPP.

Externally provided programmes

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

