

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	Queen’s Park High School
Proportion (%) of pupil premium eligible pupils	31.25%
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 2024
Date on which it will be reviewed	December 2025
Statement authorised by	T Kearns, Headteacher
Pupil premium lead	T Gregory
Governor / Trustee lead	Holly King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -
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>	£220,000.00

Part A: Pupil premium strategy plan

Statement of intent

The ultimate 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 has 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, so as 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>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 2024.</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>93.94</td> <td>10.5</td> </tr> <tr> <td>NPP</td> <td>106.40</td> <td>13</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	93.94	10.5	NPP	106.40	13			
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PP	93.94	10.5											
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2	<p>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 of disadvantaged students is historically lower than non-disadvantaged.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <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> </tbody> </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
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4	<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 border="1"> <thead> <tr> <th colspan="3">Suspension % of marks</th> </tr> <tr> <th>Group</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.24</td> <td>0.25</td> </tr> </tbody> </table>	Suspension % of marks			Group	2022-23	2023-24	All	0.24	0.25			
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	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																											
5	<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 Attitude to learning, both positive and negative is recorded on Synergy (from January 2023 onwards).</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Jan 2023 - August 2023</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>166</td> <td>546</td> </tr> <tr> <td>NPP</td> <td>269</td> <td>750</td> </tr> </tbody> </table> <p>Engagement in extra-curricular activities</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td>63%</td> <td>82%</td> <td>31%</td> <td>52%</td> <td>11%</td> <td>27%</td> </tr> </tbody> </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>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	<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.
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. - 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: £81,829

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.</p> <p>Embed pedagogy of disciplinary literacy and reading in all curriculum areas with continued CPD.</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</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>	1,2

<p>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>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>	
<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

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

Budgeted cost: £76,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support forms a section of every curriculum area 'Making A Difference' plan.	Departments focus time and resources on the PP students identified below target after each assessment point and after each 'Health check'.	2, 5
<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>	1, 2
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>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>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £62,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>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>	<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>	<p>2, 3, 4, 5, 6</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</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>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>2, 3, 5</p>

an additional attendance officer.		
Funding to support extracurricular activities for disadvantaged students (sports, music, art, enrichment curriculum clubs)	Extracurricular activities are an important part of education in its own right. The aim is to increase school engagement. Example of arts participation impact.	3, 5, 6
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.	<p>The Thrive approach is based on four pillars,</p> <ul style="list-style-type: none"> • Attachment theory • Child development theory • Neuroscience • Play, creativity and the arts <p>The aim is to improve attendance, behaviour and learning outcomes.</p> <p>https://www.thriveapproach.com/impact-and-research/research-behind-thrive</p>	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: £220,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes

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.

	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 a 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 student 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.

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 AHT 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