



Pupil Premium Strategy 2023-25

School Overview

School Name	Queen Elizabeth's Girls' School
Pupils in school	1171 (1011 Y7-11)
Proportion of disadvantaged students	221 (Y7-11) 18.7% (Oct'23)
Pupil premium allocation	£228, 000
Publish date	November 2023
Review date	July 2025
Statement authorised by	V Walker – Headteacher
Pupil premium lead	C Abimbola - Deputy Headteacher
Governor lead	P Gandre

Figures on this page last updated October 2023

This strategy overview document focuses on the key areas that are proven to need systems and processes in place to address on an ongoing yearly basis. As such this forms the core principles of the approach to the Pupil Premium expenditure by Queen Elizabeth's Girls' School. There are additional elements that are added from year to year, depending on need. The results as GCSE show the positive impact on the group of students identified as Pupil Premium to be significant.

Strategy One - Attendance

Obstacles to progress

Poor attendance is a fundamental obstacle to student progress. Students that have 90% attendance miss one day per fortnight and those with 80% attendance (over the course of Years 7-11) miss one year of school by the time they sit their GCSEs.

This is an ongoing strategy that is fundamental to all students' progress. Each new intake of Year 7s from a significant number of feeder Primary Schools have varying standards of attendance and each have a varying range of factors that impact on their attendance.

As well as having an Attendance Officer and closely monitoring the attendance of individuals and groups this forms the basis for the identification of students that need to improve their attendance to avoid progress related issues from developing.

Educational Welfare Officer

We use a Traded Service from the Borough of Barnet to support the school in addressing the poor attendance of those students with less than 90% attendance.

The school uses a legal framework within which the Educational Welfare Officer works.

Families are set targets, with follow up meetings and subsequent court assessments should rates of attendance not be improved. This can lead to fixed penalty notices and a possible criminal record.

There are factors that can limit the impact of the EWO in so far as how far the legal framework is adhered to. These factors could include mental health issues (this could be further exacerbated by Covid related anxieties, fear of catching the infection or a fear for someone shielding or vulnerable at home) or developing physical health issues.

Strategy Two - Teaching & Learning

The quality of teaching and learning will have the greatest impact on the ability of students to progress and meet and exceed their targets. Providing students with a challenging and adapted curriculum is fundamental to their progress.

The development of teaching and learning opportunities in all subjects is ongoing and based upon Rosenshine Principles.

The School utilises a Teaching and Learning Consultant to bolster our inhouse expertise. To this end, developing and delivering quality and impactful CPD plays a key role in keeping T&L at the cutting edge of practice and to ensure our students get the best educational opportunities available. The school utilises the National College School Leadership for the delivery of some training modules. Ongoing high quality CPD, sharing of best practice and monitoring support all students in having access to opportunities.

The use of data and assessment

Staff are becoming increasingly well versed with reviewing the progress of their subject, classes and students. With accurate assessment, moderation and marking we have a sound basis for determining whether a student is making the required progress or not.

Middle leaders and key post holders utilise 4 Matrix to determine and identify trends in progress for the best in class intervention, in the first instance. When a student may require more intervention there are additional classes after school (at key points) for some students to attend. This focused targeted support helps to close any gaps in knowledge or understanding that are present (for whatever reason).

Intervention

Intervention is usually an in class tool (wave one) to support those students that need additional support to progress or are identified as those students that would benefit from immediate feedback in lessons. Students will be identified after each formal assessment and given some additional support in some subjects after the normal end of the school day (wave Two intervention).

Revision Classes

In May and June each year there are bespoke revision classes for all GCSE subjects/examinations in line with preparing students for the Public Examinations. Students follow a new timetable with revision classes from the specialists staff.

Strategy Three - Curriculum

All students follow the same curriculum in Key Stage 3 (Years 7-9) with the exception of some students doing one language (based on Key Stage 2 results) from the start of Year 7. All students get the same exposure and opportunities afforded by access to the same range of subjects. However, their pathway is tailored to their specific needs based on their progress, aspiration and capability when choosing GCSEs.

Students have access to a broad range of subjects at GCSE and the choice range maintains a focus on quality over quantity. The curriculum offer has been developed over 3 years (from 2016 to 2018) to offer students the pathway that is bespoke to their needs, progress and potential. Financial resources have been allocated on a yearly basis to allow students to choose either a:

- STEM Science pathway with enrichment
- EBACC pathway
- EBACC Plus pathway
- Non Ebacc pathway

Students are allocated or recommended one or two pathways and often they will choose the more challenging pathway. This is encouraged although students are supported on whichever pathway they wish to take.

This ensures that students are offered the most challenging curriculum available while maintaining its breadth and scope.

Three of the four pathways offer increased curriculum time for students in either English, Maths, Science or the EBACC subjects. This is a foundation to all students' success at GCSE.

Strategy Four - Assessment & Examinations

The assessment and examination of Year 10/11 students has been brought into alignment with the requirements needed at the end of GCSEs in Year 11, i.e. the process around GCSEs is deployed on 3 occasions to build the student experience and resilience around dealing with the workload of GCSEs.

As such, the Pupil Premium pays for a total of 8 weeks real examination experience for a GCSE cohort. This involves the extensive use of facilities, invigilators (hiring, training and deployment), examination material/preparation, marking and moderation, feedback and adjusted curriculum delivery. An extensive operation that means by the end of Year 11 students are completely physically, mentally and emotionally prepared for an experience they have been exposed to on three prior occasions. Results are shown to improve through each cycle.

Supporting this, significant CPD and training has focussed on subjects preparing opportunities for the interleaving of assessments to support continued revision and retention of knowledge and skills.

4 Matrix

We use a very powerful data analysis tool to be able to understand how students are progressing against their targets, within subjects, as part of definable groups and over time. 4 Matrix breaks down the progress for subjects in comparison to previous years, with earlier formal assessments (for that cohort), for groups and comparatively with other subjects. We have a clear and accurate analysis of the progress of students and where there may be any need to intervene if they are not making progress in line with their targets. This applies to all year groups at KS3 (from 2021), KS4 (and KS5).

Strategy Five - Engagement & Enrichment

Raising student aspiration is a key factor in supporting students to develop their intrinsic motivation. Not all students will become motivated towards academic work or take a longer term view on their progress.

A broad range of clubs and enrichment activities for all students at all levels have been re-established for students after the pandemic restrictions.

They incorporate the newly formed House system and associated sporting events.

Opportunities for raising aspirations include:

- Visiting universities or workplaces
- Attending conferences
- Inviting guest speakers
- External bodies running events in school

These recommenced after Covid from 2022-2023 academic year.

Strategy Six - Pastoral Support

There are a broad range of factors that can affect student progress. These are often branched under the Pastoral Umbrella. All the factors that do affect student progress are not equal in terms of impact and all require varying levels of intervention and support. Usually, the first obstacle to progress is identifying the factor(s) at play. Usually there is more than one limiting factor involved which makes each student's needs more complex. We have set up and run the following to address the competing pastoral factors:

The Vulnerability Index

This is an overview of the entire year group that has every pastoral factor recorded on SIMS to give a broad overview of the complexity of need faced by each student. Each factor carries an equal weight for basic measurement purposes. Each factor that is known to affect progress is recorded. For example, attendance, mobility, behaviour, Fixed Term Exclusion, Self Harm, CCAP, CAMHS, bereavement, etc. Historically the higher the weighting the higher the likelihood of affected progress.

Vulnerability At Risk Weekly Meetings

Time is blocked for a core team of professionals (Headteacher, Deputy Heads, Designated Safeguarding Lead or Deputy DSL, Assistant Headteacher, Associate Assistant Headteacher in-charge of KS 3 or 4 and appropriate Heads of Years) to review the progress of students, and recognising and removing the obstacles they face. Meetings are held on a fortnightly basis covering KS3 and 4 on rotation with a view to ensuring the most adequate specialised provision is in place at the very least that progress and support is monitored and evaluated. The meeting reviews the key facets around students:

Wellbeing; Mental Health; Physical Health; social interaction; potential SEN needs; Self-Harm; MASH referrals; Child Protection and Child In Need; external agency involvement (CAMHS, BIX, GPs); referrals to CCAP, BIX, Early Help, etc.

Child Adolescent Clinical Psychologist

We employ a CCAP to support the wellbeing and mental health of students. The CCAP supports students two days per week at allotted appointment times and liaises with Medical and Welfare, CAMHS, the Safeguarding Team and relevant Heads of Year. Students are listened to, given a platform to understand themselves and are mentored or coached to utilise strategies for dealing with challenges and situations. The CCAP will refer on matters to the DSL, GP or CAMHS where required and when the need arises.