Queen Elizabeth's Girls' School
Educating Women of the Future
Founded in 1888

Pupil Premium Strategy Statement

2025-2027 (Currently Year 2)

This strategy overview document focuses on the identified barriers to learning among our disadvantaged students, and it details our school's use of pupil premium funding to help improve outcomes for them.

While rooted in core principles, our approach is both preventative and responsive, with targeted interventions added annually to meet evolving needs. The effectiveness of this strategy is clearly evidenced by our GCSE results, which show a significant positive impact on our cohorts.

School Overview

Detail	Data
School name	Queen Elizabeth's Girls' School
Number of students in school	1078
Proportion (%) of disadvantaged students	22%
Publish date	September 2026
Review date	September 2027
Statement authorised by	Stephanie Rodgers - Interim Headteacher
Pupil premium lead	Colette Abimbola - Deputy Headteacher
Governor/Trustee lead	Chair of Finance, Audit and Premises committee

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	**£232, 000**
Pupil premium funding carried forward from previous years (*enter £0 if not applicable*)	**£0**
Total budget for this academic year	**£232, 000**

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our ambition is that all students, irrespective of background or personal circumstance, achieve well and make outstanding progress from their starting points across the curriculum. The pupil premium strategy is designed to remove barriers to learning and ensure that disadvantaged students are supported to achieve high levels of attainment and progress.

Historically, outcomes for disadvantaged students have been strong in comparison with national averages. However, leaders recognise that an in-school attainment gap remains and are taking a deliberate, systematic approach to addressing this. The strategy is informed by ongoing evaluation of outcomes and is responsive to identified needs.

The School also recognises the additional challenges faced by vulnerable students, including those with SEND, those experiencing greater mental, emotional and social health needs, particularly where learning has been adversely affected by pandemic-related school closures, and those students who are known (or previously known) to social care. The provision outlined within this strategy is intended to support these students alongside disadvantaged students, where needs are shared, regardless of pupil premium eligibility.

An ambitious curriculum, underpinned by powerful knowledge and delivered through quality-first teaching, is central to the School's approach to improving outcomes for disadvantaged students. Teaching is adapted and targeted to address gaps in knowledge, skills and understanding, particularly in areas where disadvantaged students are identified as requiring additional support. This approach is informed by evidence and research and is recognised as having the greatest impact on narrowing attainment gaps, while also securing strong outcomes for all students.

The intended outcomes of this strategy reflect the expectation that the attainment and progress of non-disadvantaged students will be sustained and improved alongside that of their disadvantaged peers. The School's approach is underpinned by robust diagnostic assessment and a clear understanding of both shared and individual barriers to learning, ensuring that support is precisely targeted and regularly reviewed, rather than based on assumptions about disadvantage.

Challenges

This outlines the identified barriers to learning among our disadvantaged students.

Challenge Number	Details
1	**Attainment and Achievement Gap** Attainment 8 scores show that our disadvantaged students consistently outperform non-disadvantaged students nationally, being "significantly above" for years 2023 (49.3, against a national figure of 35.0), 2024 (47.5, against a national figure of 34.6) and 2025 (50.2, against a national figure of 34.9). Within this data, the gap trend between our school's disadvantaged students and non-disadvantaged students nationally was widening in 2024 (where the year group context is noted as having been "low stability") but was again narrowing in 2025. Despite these excellent outcomes, the attainment of our disadvantaged students in the Basics measure (4+ English and Maths) is still slightly below that of non-disadvantaged students nationally (2025 -0.9). Standard pass 4+ including English and Maths for disadvantaged students was 71.8% and non-disadvantaged students nationally was 72.7% (a narrowing gap trend for the school). Our priority, therefore, is to ensure this gap is not just eradicated, but reversed to be a sustained positive gap trend.
2.	**Attendance** Attendance for the years 2022/23, 2023/24 and 2024/25 indicates a positive gap for our disadvantaged students against the national distribution for both FSM6 and SEN. However, while FSM6 shows relative improvement, SEN shows relative decline which the school is focused on reversing. Persistent absence data for FSM6 and SEN groups gives a better than national distribution trend with recently no significant change. The school recognises the need to further positively widen the gap of its data against the national distribution. The school notes a number of students categorised as EBSA which has contributed to this and they are a key focus group. Evidence shows that poor attendance is a fundamental obstacle to student progress so this is an important area of focus across all our year groups.
3.	**Reading Ages and Literacy** 27.7% of our disadvantaged students have reading ages below their chronological age and therefore are on an appropriate type of literacy intervention. Additionally, 21.4% of the PP students with low reading ages have SEND needs. Improving students' reading age remains a key priority for the school as it unlocks learning across all subjects.
4.	**SEND** It is a priority for students with SEND, and other students identified as disadvantaged, to perform in line with their peers across all year groups. The focus is continuing to identify appropriate access arrangements and implement these alongside appropriate interventions to bridge gaps. The school makes effective use

	of keyworker check-ins and has a focus on continuing its collaborative approach to support these students, particularly those with an EHCP.
5.	**Engagement and Enrichment** The school has extensive free enrichment provision for students which is popular, particularly amongst our disadvantaged students who might not otherwise have access to these opportunities to develop their cultural capital and raise aspirations. Extra-curricular activities take place at lunchtime as well as after school. After school activities are challenging for students who collect siblings from other schools. Many students have conflicting after-school commitments. Winter months bring further challenges when students travel in the dark and in inclement weather conditions. The school is also mindful of costs associated with trips when asking families to fund them. Therefore PP students are financially supported to join activities where participation is a curriculum requirement.
6.	**Pastoral Support - Social and emotional health needs** A number of our disadvantaged students receive support for emotional, social, and mental health needs. This is evidenced by referrals made to both in-house (School nurse, Mental Health lead, Dealing with Dysregulation Course, and our school-based Clinical Child and Adolescent Psychologist), and external agencies for specialised support (CAMHS, Meadway Pavilion, BICS, Early Help, EWO, Social Care, and Brook). 17% of our students have had referrals to external agencies including the EWO, 11% had medical and well being referrals and 11% of students were referred for Social, Emotion and Mental Health challenges.

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
Disadvantaged students will attend school regularly so that they fully access the curriculum provision on offer	Attendance monitoring demonstrates improved attendance for disadvantaged students so that it is in line with non-disadvantaged students. Persistent absence for disadvantaged students improves.
To improve attainment and achievement of all disadvantaged students especially in English and Mathematics, for them to also make good progress across the curriculum at the end of KS4.	KS4 outcomes demonstrate that disadvantaged students achieve very well by; ● PP students will achieve at least 85% in both English and Maths at grade 4+ by 2027 ● PP students will achieve significantly higher than the national average for non-disadvantaged students in both English and Maths at grade 5+
Improved literacy skills among disadvantaged students in both KS3 and KS4	Reading gaps between disadvantaged students and non-disadvantaged students will have closed and will continue to close across all KS3 year groups as evidenced by ongoing Lexia-STARS. If gaps remain, this will be because all students have improved in their reading. Teachers will feel confident in teaching reading, writing and oracy skills, including the nuances of how to teach these in a subject-specific way (Disciplinary Literacy). Improvement in reading ages will be evidenced through lesson observations, staff surveys, data analysis, student, teacher and parents feedback.
Disadvantaged students who also have SEND needs will access challenging curriculum in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best outcomes	Internal performance analysis will demonstrate a consistent, year-on-year narrowing of the attainment gap for disadvantaged students with SEND. This upward trend will be mirrored in GCSE outcomes, ensuring that our most vulnerable

	learners achieve results that are increasingly in line with those of their peers.
Improved engagement in extra-curricular offer for all students, especially those from disadvantaged groups	There will be a higher than proportionate representation of disadvantaged students at extra curricular activities leading them to engage more with wider school, developing confidence through learning new skills, including enhancing their social skills in a range of contexts. This will support an enhanced sense of belonging to the school community, and potentially improve academic outcomes As suggested by the EEF, participation in Arts impacts educational achievement with an additional improvement of 3 months.
Reduction in the number of students having Social, Emotional, and Mental Health (SEMH) challenges leading to a reduction in the need for referrals.	Comprehensive staff training will empower teachers to identify and support students experiencing dysregulation, emotional distress, or anxiety. By equipping staff with the expertise to model and teach effective coping strategies, we aim to bridge the gap between professional intervention and student self-regulation. As a result, students with SEMH needs will develop the resilience to apply positive coping mechanisms independently. This shift toward proactive self-management will reduce instances of emotional crisis, improve decision-making, and enhance overall well-being,ultimately driving higher attendance and improved academic outcomes.

Activity in this Academic Year

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

Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the quality of teaching within the school. CPD of Teaching and Learning programme in line with Rosenshine's Principles, The National College, Myatt & Co and EEF toolkit that demonstrates strategies for all staff- including leaders and support staff, to use in supporting disadvantaged students. Intense focus on Disciplinary literacy, especially writing and oracy.	Quality first teaching disproportionately benefits students from lower income backgrounds. "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning" (Improving the impact of teachers on pupil achievement in the UK – interim findings, 2011). Explicit instruction is also the number 1 strategy to support students with SEND (EEF guidance report on SEND in Mainstream Schools, 2020). EEF - Teaching and Learning ToolkitTeaching and Learning Toolkit | EEF Principles of instruction - Research Based Strategies nationalcollege.com myattandco.com	1 3 4 5
Increase in staffing for English, Maths and Science to allow for: Smaller class sizes in Year 11	NFER - Deploying Staff Effectively NFER - High Quality Teaching for all NFER - Meeting Individual Learning Needs EER - Improving Mathematics in Keystages 2 and 3	1 2 3

Tutor Time interventions Literacy intervention groups in KS3 After-school Homework clubs After- school Study group for KS4	SecEd - General and Targeted Interventions EEF - Improving Literacy in Secondary Schools EEF - High Quality Teaching According to the EEF T&L toolkit, reading comprehension strategies add 6 months progress and the evidence strength for this assertion is highly secure. They advised that, "it is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects." This shows that a whole-school approach is more beneficial to promote teaching strategies and to improve pedagogical practices. Middle leaders will also be leading their departments on subject-specific literacy approaches to further deepen and refine students' reading skills. Our internal evidence suggests we need to focus more sharply on PP students with their Maths/ English combined scores of grade 5+. These students will therefore be particularly targeted for the English and Maths revision sessions and tracked by teachers and subject leaders. Creating a bi-weekly intervention timetable so that all students are able to attend the revision sessions they need/ workload isn't duplicated for staff.	4 5 6
Investment in technology resources to support Teaching and Learning. For example, Visualisers and TVs	EEF - Using Digital Technology to Improve Learning Technology in teaching and learning As stated by Roy, A. (2019) p. 356, "The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies. He also stated that The introduction of new technologies supports learners in	1 2 3 4 5 6

	understanding course content more effectively and achieving positive outcomes in the classroom. Roy, A. (2019) p.357.	
CPD and spotlight (Bitesize) sessions to highlight good practice and share strategies to support SEND students.	EEF- SEND in Mainstream Schools EEF - Effective Professional Development EEF - Teaching and Learning Toolkit EEF - TEacher Feedback to Improve Pupil Learning	1 2 3 4 5 6
Online Homework platforms to support home learning and acquisition of knowledge. Work closely with form tutors and other key stakeholders, such as parents, to support children with repeated homework logs. Ensure teachers take into account physical resources associated with homework, for example, not expecting students to print worksheets at home	EEF - Teaching and Learning Toolkit NFER - High Quality Teaching for all NFER - Meeting Individual Learning Needs According to the EEF, homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. The quality of homework setting is particularly important, making sure that it builds on classwork. The quality of homework matters more than the quantity (Hattie 'Visible Learning' systematic review of evidence, 2013). CPD to improve the quality of homework setting, to ensure there is sufficient scaffolding (EEF SEND in Mainstream Schools guidance report, 2021), will follow the processes outlined in the EEF guidance report on professional development.	1 3 4

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Study Group To provide a space for all students to work independently after school on Mondays, Wednesdays and Thursdays.	SecEd - General and Targeted Interventions	1 3 4
KS3&4 Literacy Support Programme	EEF - Improving Literacy in Secondary Schools	1

Paired reading to support students in year 7 who are identified as require intervention to develop fluency (90 words read accurately per minute) Continued use of Lexia and phonics interventions.		3 4
Google Chromebook provision for students' use both in lessons and in exams as part of their entitlement to access arrangement.	The EEF SEND in Mainstream Schools report indicates that assistive technology can help close the gaps between disadvantaged students and their peers, also indicating that there was evidence that, for pupils with SEND, technology can be a useful tool for supporting teaching and learning. Technology in Teaching and Learning As stated by Roy, A. (2019) p. 356, "The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies. He also stated that the introduction of new technologies supports learners in understanding course content more effectively and achieving positive outcomes in the learning process.	1 2 3 4 5
Assessment and Examinations support team - invigilators for internal assessments. Exam Access Arrangements	Evidence shows that students are less stressed in actual exams when they have had mock exams in the halls with external invigilators because it helps them get used to the formal procedures of actual exams. Feedback from students also shows that it helps them to develop sustained stamina needed for the actual exams as they build psychological safety boosting their confidence.	

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

Budgeted cost: £95, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers, Educational Welfare and increased Pastoral support to raise attendance	The school has established extremely positive relationships with the Educational Welfare Officer which has meant that support as well as challenge can be personalised to meet the needs of all our students particularly those who are PP. This has enabled us to target support appropriately and more effectively with families to support the attendance of PP students. Data indicates that the PA figure for these children continues to decline. Positive academic outcomes for all those PP students who attend alternative settings so that they can access post-16 options and avoid becoming NEET-and or being permanently excluded from school suggest this is a highly effective approach due to historic success.	1 2 4 5 6
Having a Clinical Child and Adolescent Psychologist (CCAP) on site three times a week ensures that students experiencing dysregulation, anxiety and/or mental health difficulties have immediate access to specialist support and early intervention. It also ensures that staff are guided by expert advice, contributing to a safer and more effective learning environment. The school can provide interim support for students on the CAMHS waiting list.	Earlier identification of needs. Reduction in the number of students experiencing mental health or behavioural difficulties. Staff feel better equipped with the knowledge and guidance provided through the CCAP's specialist expertise.	
Employment of Learning Mentor to offer holistic support system that improves	Students receive targeted academic support leading to a boost in their	

student outcomes by addressing both educational and emotional barriers	grades by developing better studying and learning skills. Student's self-esteem and confidence improves and this is evident in the attitude to life in general and to their education. There will also be a significant reduction in incidents of disruptive behaviour leading to better relationships between students' and staff and school and home.	
Buying-in of Careers Advisor time and expertise to provide tailored, expert guidance that empowers our students to make informed educational and professional choices, improving career-skills and boosting confidence for post-16 transitions	Supports the school meeting Gatsby Benchmark 8: Personal Guidance. Within Benchmark 8 of the Gatsby report there is a requirement for schools and colleges to provide young people with access to personal guidance. Students' feedback indicates that all students, especially disadvantaged and vulnerable students, have received individualised and impartial advice and support to inform further education and or potential career path choices. Disadvantaged students are able to link learning to future career goals, making education more relevant and motivating.	
Extracurricular Activities (e.g. Lamda, Junior strings, Chamber Choir, Homework club, Sports, Art, Drama, Leadership, Duke of Edinburgh, World Challenge, Computing and Homework Club etc) providing students with opportunities to explore beyond their classrooms, discover new interests and learn new skills and gain valuable knowledge beyond that of their own immediate community	Evidence of Disadvantaged students participating in a wide variety of extracurricular activities leading to personal growth, broadened horizons, forming of positive relationships with peers and school community.	

Total Budgeted Cost: £232, 000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy: 2024–2025

Our pupil premium strategy had a positive impact on disadvantaged pupils, ensuring they engaged fully with the curriculum and benefited from high-quality teaching and targeted support. Internal assessment data shows that many disadvantaged pupils made strong progress across core subjects, with outcomes in line with, or exceeding, national expectations.

Attendance remains a key focus, with whole-school strategies supporting pupils and families to ensure consistent access to learning. Our clear understanding of barriers to attainment enables leaders and staff to implement evidence-informed interventions that effectively reduce in-school variation.

The school's culture of high expectations, underpinned by excellent teaching, purposeful professional development, and a focus on behaviour and attendance, ensures disadvantaged pupils develop resilience, motivation, and ambition. Strong partnerships between staff and parents/carers reinforce the message that all pupils are expected to succeed.

Overall, the strategy is enabling disadvantaged pupils to make measurable progress, close attainment gaps, and thrive academically and personally, reflecting the school's commitment to equity, inclusion, and excellence for all learners.