

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen Elizabeth's School, Barnet
Number of pupils in school	1292
Proportion (%) of pupil premium eligible pupils	4.81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr N. Enright (Headmaster)
Pupil premium lead	Dr S. Westcott (Assistant Head, Pupil Progress)
Governor / Trustee lead	Mr C. Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,310
Recovery premium funding allocation this academic year	£7,000 (estimate)
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	£52,310

Part A: Pupil premium strategy plan

Statement of intent

The mission of Queen Elizabeth's School is to produce young men who are confident, able and responsible, and this applies equally to all pupils irrespective of their socio-economic background. Our aspirations for, and expectations of, our disadvantaged pupils are every bit as ambitious as for the cohort as a whole.

We aim for pupils to achieve outstanding academic results and progress to some of the most prestigious and competitive higher educational institutions and career paths. We expect and support them to be fully active members of the School community, participating in and contributing to the extra-curricular life of the School, embracing the many opportunities for personal development. We intend that all pupils leave us ready to take their place in the world as well-adjusted young men, prepared to make a positive impact on the lives of others.

Whilst our ultimate objectives are the same for all pupils, our approach aims to be responsive to individual needs. This is enabled by bespoke academic and pastoral support for all pupils, with access to further interventions as required.

As a wholly selective school, admitting pupils on the basis of their academic ability alone, there should not initially be a significant 'attainment gap' to close between those pupils who qualify for pupil premium support and those who do not. We must, however, be alert to the possibility that the progress of pupils coming from a background of relative disadvantage may not be as rapid as that of their peers unless measures are taken to support them throughout their school career. At Queen Elizabeth's, pupil premium funds are therefore directed towards those interventions and activities which are shown by research to be particularly effective in accelerating the progress of such pupils. The basis of this evidence is the list of approaches drawn up by the Education Endowment Foundation, administered by the Sutton Trust. A selection of these measures are supplemented by investment in digital technology to facilitate teaching, targeted support and engagement. The effectiveness of the support provided is monitored continuously through our system of bespoke tutorials, in which form tutors check and discuss the progress and involvement of each pupil on an individual basis, and through the measures included in the annual Analyse School Performance report for the School, in which the performance of disadvantaged pupils is compared to the other pupils in the cohort.

In this work, the School is conscious of the importance of supporting the growth of cultural capital in our pupils, alongside academic outcomes, to best prepare them for the next step of their lives.

Challenges

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

Challenge number	Detail of challenge
1	The periods of enforced school closure, due to Covid-19, affected the learning of some members of the cohort more than their peers, risking the emergence of an attainment gap. This was due to unequal access to technology and focused working space at home.
2	Pressures upon wellbeing linked to the high achieving environment and the expectations from families and peers for involvement and performance.
3	Pupils may lack access to some extra-curricular enrichment activities due to the directly, or indirectly, incurred financial costs.
4	Along with other families, parents with additional challenges can sometimes find it more difficult to be as fully engaged with their son's progress.
5	Pupils may fall short of their targets due to a range of factors such as organisation issues, metacognitive and self-reflection skills, and literacy challenges associated with having English as an additional language. The School's 42% EAL linked to attainment in English and Modern Foreign Languages being below other subjects.
6	Some of the cohort experience other factors that compound disadvantage, such as SEN or acting as young carers, which increased challenges during the pandemic in particular.

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
That no gap in attainment between disadvantaged pupils and their year group as whole emerges after Covid-19, with high engagement in interventions designed to support catch-up.	<p>No statistically significant gaps in average Progress 8 and Level 3 value added measures between those in the pupil premium cohort and their peers.</p> <p>That target grades for disadvantaged pupils are not set below those for other pupils and the percentage coded Red in their RAG ratings, against personal targets, is no higher than for their year at large.</p> <p>That onward destinations (at end of KS4 or KS5) are reflective of the pupil body as a whole, including the proportion obtaining their first choice of university.</p> <p>Engagement with department level catch-up programmes evidenced (e.g. via bespoke tutorials or SOCS).</p>

Sustained high levels of wellbeing among pupils.	<p>Positive feedback from pupil surveys and through pupil voice channels.</p> <p>Evidence of good mental health and wellbeing recorded through the bespoke tutorial system.</p> <p>Positive outcomes from interventions such as referrals to the School counsellor and CAMHS, where required.</p>
High levels of engagement and participation in extra-curricular activities. Pupils are supported in their personal development and in giving back to others in the community. Pupils are able to access and engage with the opportunities on offer to support their next steps.	<p>Strong evidence of involvement in activities beyond the classroom (e.g. in SOCS, via bespoke records and in profiles).</p> <p>Involvement in careers programmes e.g. QE Connect, OE mentoring, and work experience.</p> <p>Successful onward progression to university, with pupils obtaining their first choice destination in similar proportion to the whole year group.</p>
There are equal levels of parental engagement between those in the pupil premium cohort and the wider School population. Families accept offers of additional support for their sons.	<p>The School Cloud online system supports attendance at parent consultation and review evenings, with no shortfall in the number of appointments between the parents of pupil premium students and others.</p> <p>eQE records that parents have engaged with the reporting information supplied to them.</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: £16,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining smaller tutor group sizes in Year 11 and the Sixth Form, allowing pupils to receive more individual attention with respect to the pastoral curriculum. Collaborative learning approaches enabled in this context.	<p>EEF Collaborative Learning</p> <p>EEF Reducing Class Sizes (Group reductions from 32 (Yr10) to 16 (Yr11), enabling a more focussed way of teaching. In the Sixth Form, tutor groups bring together those with similar academic subject choices to further tailor support).</p>	2, 4, 5 & 6

Increasing curriculum time for English, adding an additional period per week, and implementing a range of literacy-based interventions such as a focus on 'disciplinary literacy' across departments and embedding skills of oracy.	Literacy interventions based on the EEF's seven recommendations . Known to be particularly important for those who have. English as an Additional Language . Reading comprehension strategies shown to be high impact at low cost. Interventions to support oral , as well as written, language.	1 & 5
An additional round of internal assessments (mock exams) being introduced for those in years 11, 12 & 13 to provide more formal exam experience for year groups yet to sit public exams due to Covid-19, as well as to support feedback and assessment for learning.	Familiarity with the format and experience of formal assessment important for giving pupils the best opportunity to show their ability in public examinations and is shown to reduce anxiety . Marking allows for diagnostic feedback to inform additional support, revision and consolidation. Feedback found to have a high-impact on learning.	1, 2 & 5
Investment in digital technology and IT equipment to support access to the curriculum, including during periods of remote learning. Development of eQE (the School's e-learning platform), investment in MS Teams and other online technologies, training, and in the provision of hardware (laptops and internet dongles) to disadvantaged pupils.	This investment facilitates access to the curriculum, extension materials, homework, assessment and feedback to both pupils and parents, forms of collaborative learning (e.g. forums and online small group meetings). eQE supports independent learning task important for metacognition and self-regulation . Further EEF evidence on homework and feedback .	1, 3, 4, 5 & 6

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

Budgeted cost: £17,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition, such as additional intervention lessons in core subjects (English, Maths, Sciences and MFL) for those in Yr11 identified as needing extra support. Subject clinics available for pupils in all year groups, with pupils able to self-refer, as well as be identified by staff.	EEF One to one tuition EEF Small group tuition This evidence base shows such interventions to be particularly effective in supporting disadvantaged students and those at risk of falling behind, given the significant scope for teaching and support to be targeted to the needs of each individual.	1 & 5
Peer mentoring to provide bespoke academic support, but also to address appropriate pastoral issues. Large team of	EEF Peer mentoring evidence base indicates benefits for the mentor, as well as the mentee, at very low cost.	1, 2, 5 & 6

peer mentors trained and monitored. Takes place outside of lesson time, in addition to the full timetable.		
--	--	--

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

Budgeted cost: £18,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional counselling service based within the School (through a partnership with local charity Rephael House) to provide individual support to those with challenges to their wellbeing. The School is exploring additional options to add capacity due to increasing caseloads following the pandemic.	<p>Clinical CORE analysis undertaken with respect to students engaged with the counselling service at QE found significant improvements. All pupils found the counselling helpful, with 89% feeling more able to cope with their difficulties, 60% indicating that their academic work had benefited, and a third saying they had less time off School as a result.</p> <p>Research published in The Lancet has suggested that in-school counselling delivers more impact than pastoral support alone.</p> <p>Where required, evidence that Cognitive Behavioural Therapy is effective at reducing risk behaviours.</p>	1, 2, 5 & 6
Investment in SOCS extra-curricular modules (Co-curricular, Music and Sport) to monitor, promote and facilitate involvement in activities which will benefit wellbeing and personal development. Grant funding for pupils to participate in trips and activities where the cost would be prohibitive for those on low incomes.	<p>Engaging in extra-curricular enrichment activities has a positive impact on physical and mental wellbeing and is important in allowing pupils to develop the 'roundedness' or cultural capital that they need to compete for the most competitive university and career opportunities. Over 90% of QE pupils progress to the Russell Group, with record numbers to Oxbridge in the last two years. These places could not all be secured purely on academic performance. SOCS will enable participation and attendance to be recorded and monitored and pupils who are less-engaged to be supported to increase involvements. These activities can also benefit other areas of the curriculum.</p> <p>EEF Arts participation EEF Physical activity</p>	2 & 3
Investment in the School Cloud parental engagement tool, to facilitate online parent	Introduction of the online system during Covid-19 increased participation by parents and improved efficiency, with	4, 5 & 6

<p>consultation and review meetings. Continued investment in eQE to support parental access to feedback (both academic and behavioural) to allow for reinforcement at home.</p>	<p>over 95% of appointments completed. Supports access for those who, for whatever, reason cannot travel to the School. eQE monitors when parents have read progress reports, and delivers news of good notes and bad notes electronically, increasing the speed and likelihood that these messages will be received. Feedback highly beneficial in supporting attainment, and parents/guardians can play an important role in embedding this for their sons.</p>	
---	---	--

Total budgeted cost: £52,310

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 2021 to 2022 academic year.

Form tutors and Heads of Year monitored the progress of pupils throughout the year, checking at regular intervals that pupils were not falling behind their expected rate of progress and were on course for high levels of attainment in line with the challenging targets set for them.

Tutor group sizes were maintained at a maximum of sixteen pupils in year 11 and sixteen in the sixth form. Pupils continued to gain more individual attention from their form tutors with beneficial effects on the quantity and quality of care, guidance and support they received. This was particularly beneficial in monitoring and providing extra contact time for those identified as needing additional support following the disruption caused by Covid-19.

Dedicated time for discussion and presentation in small groups was allocated in pastoral sessions, building a sense of mutual support and enabling pupils to become more involved and articulate.

Funds were provided to allow participation in extra-curricular activities, which would otherwise have been beyond the financial means of pupils in the qualifying group. The number of trips this year rebounded after the easing of Covid restrictions, with an increase in bursaries and financial support for academic and extra-curricular enrichment activities. This included online work experience to support pupils' access careers programmes.

Specialist counselling services were engaged to assist pupils with social and emotional needs that were seen to be affecting their well-being and learning. Counselling services were maintained in person. There were 39 referrals to the School Counsellor for such support, a significant increase on 2020-21. Capacity was added to the counselling service.

Clinics were provided in every subject run by teachers or older pupils to provide support to any pupils falling behind the rate of progress needed to achieve their academic targets and peer mentors were trained to conduct online mentoring meetings safely and effectively. 38 pupils were allocated a peer mentor in 2021-22.

The number of intervention classes, for those in Year 11 identified as needing additional targeted support to meet their personal targets, was expanded.

Further developments were undertaken with eQE, greatly improving electronic access for the pupils to academic subject and library resources for independent learning and

research, aiding their organisation of tasks such as homework, facilitating communication and providing information about the curriculum and extra-curricular opportunities.

Parents continued to receive termly updates on attitude to learning and progress in relation to targets in all subjects, with suggested actions for improvement in any subject where the pupil is not on track to achieve his target grade. The third report, at the end of the academic year, gives a full summary of overall progress and detailed information about each subject. In addition, immediate notifications are sent to parents when pupils receive rewards and sanctions, to enable reinforcement at home. The School Cloud system was used to facilitate online parents' evenings.

Measured attainment and progress was very strong for those cohorts undertaking GCSEs and A-levels.

Within the cohort of 12 pupils sitting their GCSEs, three secured straight 9s in all of their full-course subjects and nine secured an average grade score of over 8. Provisional figures from the DfE show a Progress 8 score for the disadvantaged cohort of 0.85. This score shows how much progress pupils at this School made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2 (where a score of 0 indicates average progress nationally). This Progress 8 score is well above the national average. It is a little lower than the full cohort (0.94), but the difference is not statistically significant given the sample size. Attainment 8 for the disadvantaged cohort was 83.1 (out of a possible 90). This is very high nationally, where the average is 48.7. Again it is slightly below the wider cohort figure of 86.2.

Targeted support measures included extra tuition through intervention classes, counselling, peer mentoring and bursary places for enrichment programmes including online work experience.

Nine of the cohort have transitioned into the School's Sixth Form for 2022-23.

Within the pupil premium cohort taking A-levels, destinations and courses secured were:

- Universities: Exeter; London School of Economics, Oxford, Warwick
- Courses: Engineering, Experimental Psychology, Management, Medicine

Three students have opted to take a gap year. In two of those cases, this was because they outperformed their expectations and now aim to re-apply through UCAS to target other universities.

Between them, they gained: 8 A*, 10 A, 2 B, and a C. This equated to 38% of grades being achieved at A* and 86% at A*-A. These figures are very high in the national context, though a little behind the wider cohort at Queen Elizabeth's (71% and 92% respectively). The sample size is not statistically significant, however, with many candidates performing in line with their peers.

Targeted support included the Year 13 intervention programme led by senior staff, counselling, bursaries and additional assistance with food and uniform costs, and extra time with subject teachers.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A