

Pupil premium strategy statement

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 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	1320
Proportion (%) of pupil premium eligible pupils	3.65%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr N. Enright (Headmaster)
Pupil premium lead	Dr S. Westcott (Assistant Head, Pupil Progress)
Governor / Trustee lead	Mr D. Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,925
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	£41,925

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. Pupils at Queen Elizabeth's have boundless potential.

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 co-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. Those who qualify for pupil premium may, at times, therefore be supported or prioritised to participate in certain trips and activities beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Unequal access to technology and focused working space at home, with some pupils facing additional barriers when working independently. While the sample is small, a slightly lower proportion of grades at A* observed in some years when compared to the wider cohort at A-level.
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 co-curricular enrichment activities due to the directly, or indirectly, incurred financial costs. This can impact upon their confidence and wider personal development, such as in honing their employability skills.
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 meaning there is less constructive support and challenge at home, or less reinforcement of school feedback.
5	Some of the cohort experience other factors that compound disadvantage, such as SEND, acting as young carers, or having English as an additional language, which increase 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
That disadvantaged pupils continue to perform in line with their wider cohorts at each stage of their secondary education, with no attainment gap opening with their peers.	<p>No statistically significant gaps in average Attainment 8, Progress 8 and A-level results 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 high quality destinations.</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 Pulse and the bespoke tutorial system.</p>

	Positive outcomes from interventions such as referrals to the School counsellor and CAMHS, where required.
High levels of engagement and participation in co-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.	Strong evidence of involvement in QE Flourish activities beyond the classroom (e.g. in SOCS, their QE CVs, via bespoke records and in profiles). Evidence of disadvantaged pupils being supported to attend trips and visits. Involvement in QE Futures careers programmes e.g. QE Connect, OE mentoring, and work experience, logged in Unifrog.
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.	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. eQE records that parents have engaged with the reporting information supplied to them.

Activity in this academic year (total budgeted cost £41,925)

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

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in recruitment and retention of staff to enable the maintenance of 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.	EEF Collaborative Learning 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).	1, 2, 4, & 5
Maintaining increased curriculum time for English - an additional period per week - and implementing a range of literacy-based interventions such as a	Literacy interventions based on the EEF's seven recommendations . Known to be particularly important for those who have. English as an Additional Language .	1 & 5

focus on 'disciplinary literacy' across departments and embedding skills of oracy through 'dialogic teaching'.	Reading comprehension strategies shown to be high impact at low cost. Interventions to support oral , as well as written, language.	
Investment in digital technology resources to support access to the curriculum. 1:1 IT devices being funded for pupil premium students in year groups where this subscription programme has been rolled out (Years 7-11 as of 2025-26). Pupils take devices home to complete homework and independent work, ensuring access to necessary hardware and software at home. Digital resources support diagnostic assessment and differentiation. Investment in staff training and development to make most effective use of the devices to enhance teaching and learning in the classroom.	This investment facilitates access to the curriculum, extension materials, homework, assessment and feedback to both pupils and parents, and forms of collaborative learning important for metacognition and self-regulation . Further EEF evidence on homework and feedback .	1, 3, 4, & 5

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

Budgeted cost: £14,960

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 peer mentors trained and monitored. Takes place outside of lesson time, in addition to the full timetable.	EEF Peer mentoring evidence base indicates benefits for the mentor, as well as the mentee, at very low cost.	2 & 5

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

Budgeted cost: £17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. Investment in Smoothwall Pulse, a weekly survey that provides data about the wellbeing of pupils, allowing informed interventions and for pupils to ask for additional help.</p>	<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. Research published in The Lancet has suggested that in-school counselling delivers more impact than pastoral support alone. Cognitive Behavioural Therapy is effective at reducing risk behaviours.</p>	<p>2 & 5</p>
<p>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>	<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. 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. EEF Arts participation EEF Physical activity</p>	<p>2 & 3</p>
<p>Investment in the School Cloud parental engagement tool, to facilitate online parent 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>The online system increased participation by parents and improved efficiency, with 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>	<p>1 & 4</p>

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 2024-25 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.

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 co-curricular activities, which would otherwise have been beyond the financial means of pupils in the qualifying group. The number of trips expanded again this year, including multiple QE Flourish days in which the entire School was out on trips. There was therefore an increase in bursaries and financial support for academic and co-curricular enrichment activities.

Specialist counselling services were engaged to assist pupils with social and emotional needs that were seen to be affecting their wellbeing and learning. Counselling services were maintained in person and the capacity of the programme was expanded. There were 21 referrals to the School Counsellor for such support.

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. 45 pupils were allocated a peer mentor in 2024-25, with five allocated a staff mentor.

The number of intervention classes, for those in Year 11 identified as needing additional targeted support to meet their personal targets were maintained, with small group tuition in subjects including English, Maths, Science and Modern Foreign Languages.

Significant work was undertaken to continue the roll-out of the QE 1:1 IT device programme, with the Head of Digital Teaching and Learning working alongside the senior team on planning and facilitating the necessary training and curriculum development,

including investigating appropriate AI tools for resource planning and assessment. Staff resource was added to the Digital Support Services team to enable the expansion of the programme to cover all students in Years 7-11 as of the start of the 2025-26 academic year. The devices allow for digital technology to be embedded across the curriculum, enhancing opportunities for collaboration, differentiation and real-time feedback. They also help build digital literacy skills, including computational skills, beneficial in preparing pupils for the way technology is increasingly deployed in the workplace and society at large. Ensuring equality of access to hardware and software is a key part of the project, with pupil premium pupils having their devices and access to the managed service funded by the School. The devices and their software and security systems are centrally managed by the School to ensure consistency, compatibility and safety. These devices are potentially most transformational for those from less advantaged backgrounds, who may otherwise not have enjoyed access to technology comparable to their peers at home.

Parents continued to receive termly updates on attitude to learning and progress in relation to pupils' personal 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 again used to facilitate online parents' evenings.

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

Within the cohort of 14 pupils sitting their GCSEs, all secured at least seven grades at 9-7 (equivalent to the old A*-A). There were no grades below 8 in Maths and the sciences, and no grade below 7 in English Language or English Literature. Indeed, 58% of grades were at the highest grade 9 (compared to 63.6% for the wider cohort), 88.4% were at 9-8 (versus 86.7%) and 97.8% were at 9-7 (95.7%). The pupil premium cohort thus performed broadly in line with the wider cohort and surpassed them for the proportion of grades 9-8 and 9-7. The average point score was 8.46, compared to 8.41 for the whole year group.

Progress 8 cannot be calculated for this cohort, as national KS2 assessments did not place due to Covid-19 when they were in Year 6. MidYis was therefore used to predict outcomes at GCSE based on baseline testing in Year 7. The pupil premium cohort performed highly consistently with these predictions, achieving 0.04 grade better than expected.

Some individuals exceeded their MidYis predictions (by between 0.2 to 0.6 of a grade) while others performed below (by between 0.1 to 0.6 of a grade). The student who performed least well against predictions (though still closely in line) had received Year 11 intervention support for Maths, as well as behavioural and wellbeing support.

Of these 14 students, 12 have continued into the Sixth Form at Queen Elizabeth's and begun their A-level studies. The two leavers have taken up places at LAE Stratford and Newham Collegiate Sixth Form.

Within the pupil premium cohort taking A-levels there were seven students and destinations and courses secured were:

Destinations (alphabetical): Cambridge; Imperial College, London; LSE; Queen Mary, University of London; University College London (x2); and one taking a gap year.

Courses (alphabetical): Actuarial Science; Biological Sciences; Economics; Global Humanitarian Studies; Mathematics; and Medicine.

The pupil premium cohort is a small sample, important context for when drawing comparisons with the wider cohort. Collectively, 31.8% of grades were at A* (compared to 53.4% of the whole year), 77.3% were at A*-A (86.6%) and 95.5% at A*-B (97.8%). There was just one result at grade C.

ALIS predicts student performance at A-level by establishing their level of ability using their average GCSE score. Those who were in the pupil premium cohort performed broadly in line with these predictions, with four achieving above and three achieving below. It should be noted that the ALIS predictions for this pupil premium cohort were slightly below those for the wider cohort, but that the disadvantaged cohort collectively outperformed the ALIS prediction by 2.56 (compared to 1.37 for the whole year group) showing evidence of good progress.

Specific support measures included pastoral and academic support, via clinics and in-lesson differentiation, measures to support examination preparation and access arrangements, and targeted university application assistance. Support was also provided to students applying for higher education scholarships, with a student in the cohort securing the Davies-Jackson Scholarship. He is now studying at Cambridge with access to full financial support covering fees, accommodation and other study costs.

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