

Queen Elizabeth Grammar School Pupil Premium Strategy Statement: Review 2018 - 2019 and Action Plan 2019 - 2020

1. Summary information				
School	QUEEN ELIZABETH GRAMMAR SCHOOL, PENRITH			
Academic Year	2018 – 2019	Total PP budget	£31,040	Date for next internal review of this strategy September 2020
Total number of pupils	882	Number of pupils eligible for PP	32 (including 6 services premium)	
Academic Year	2019 - 2020	Total PP budget	£33,320	
Total number of pupils	911	Number of pupils eligible for PP	36 (including 4 services premium)	

2. Attainment 2019			
There were 8 pupils in receipt of funding in year 11	Pupils eligible for PP	Whole cohort	National average
% achieving a strong pass in maths	87.5	91.5	43% (maths and English combined)
% achieving a strong pass in English	75.0	93.2	43% (maths and English combined)
Overall Progress 8 score	-0.208 (This was adversely impacted by one student with significant issues and major involvement of several external agencies, if their score was not included the PP P8	0.24	National Average = -0.03 National Average for pupil premium students = not yet available

	average would be +0.08)		
Overall Attainment 8 score	54.88	63.99	46.5
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
As our pupil premium numbers are low, (as a percentage of our school cohort), we look at each child individually to assess any barriers they may have and plan intervention or support in response to this, alongside wider strategies supporting readiness to learn and improving teaching and learning quality.			
4. External barriers			
C.	Ensuring all PP students have excellent attendance and high aspirations and can access the same opportunities as the general QEGS cohort.		
5. Desired outcomes 2020		Success criteria	
A.	For PP and non-PP students' Progress 8 score to be the same or higher than last year.	Progress 8 score to be 0.2 or higher.	
B.	PP pupils to access appropriate targeted support	Support in place. Tracking shows pupils are making good progress.	
C.	PP pupils in KS3 develop good learning habits	Reduction in detentions and interventions from form tutors and Heads of Year. Pupils make good progress and have at least '2s' for attitude to learning grades on reports.	
D.	PP participate in extra-curricular activities and trips, have excellent attendance and a positive attitude to school and the school community.	Discussions with pupils show good attitude to school. Participation in clubs, music lessons, performances and trips. Attendance	

6. Planned expenditure					
Academic year		2019-20			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the overall Progress 8 score to 0.2 or higher and ensure disadvantaged pupils perform at least in line with the cohort.	A whole-school approach on excellent teaching for all. CPD focussed on curriculum structure, access for all and clear expectations.	A whole-school approach promoting learning which sets high aspirations for all pupils “Supporting the attainment of disadvantaged pupils Briefing for school leaders” November 2015 Caroline Sharp, Shona Macleod and Daniele Bernardinelli, National Foundation for Educational Research	Learning walks and book scrutiny.	RD	During each learning walk/book sample overview

	Run 5 classes in each year group in English, Maths and Science from year 9, to enable small class sizes.	<p>To enable staff to give as much individualised feedback and support to students as possible.</p> <p>Research shows that more sustained engagement in smaller groups and work and feedback more closely matched to learners' needs has positive impact on progress.</p>	Learning walks, book scrutiny, termly data collection.	EM	At each data point.
	Head of Year 9 to lead CPD on motivating boys achievement	To ensure the good practice, and effective methods are shared and adopted by all departments.	Termly line manager meetings, learning walks.	RC/RW	July 2020

<p>Improve revision skills so that pupils perform well in exam conditions</p>	<p>Lunchtime and after-school revision sessions. Purchase revision guides. 1-2-1 and small group intervention / mentoring when appropriate. Target specific revision sessions for pupils under-target after the mocks.</p>	<p>New GCSE courses contain much less coursework, have increased content and difficult level and are often 100% exam. Focus on retention and application of knowledge and exam technique.</p>	<p>Seek feedback after revision sessions.</p>	<p>EM / RC</p>	<p>September 2020</p>
---	--	---	---	----------------	-----------------------

<p>Improve independent study habits and foster a self-motivated attitude and growth-mindset towards overcoming specific subject difficulties.</p>	<p>Run a staffed silent study room at lunchtimes.</p> <p>Specifically invite disadvantaged pupils to lunchtime subject clinics.</p> <p>Consider disadvantaged pupils for subject and organisational sixth form buddies, without the need for a teacher recommendation.</p> <p>Assemblies, parents meetings and CPD on growth-mindset.</p>	<p>GCSE courses contain much less coursework, have increased content and difficult level and are often 100% exam.</p> <p>Many subjects are beginning GCSE courses in Year 9.</p>	<p>ACW meets regularly with sixth form buddies.</p> <p>Attendance at silent study and subject clinics is monitored.</p> <p>Use of SIMS to record behaviour points for missed homework etc.</p>	<p>RC / ACW / PEB</p>	<p>Termly</p>
Total budgeted cost					£8000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Pupil premium students to access appropriate support.</p>	<p>Continue to develop and refine systematic approach to mental health support.</p> <p>Increase capacity and resilience within the school community: whole staff training on youth mental health and facilitate a small number of sixth formers to act as mental health first aiders.</p> <p>New pastoral support officer appointed with focus on 1-1 for PP students where appropriate</p> <p>1-1 external mental health support for PP students where appropriate</p>	<p>Staff and parental feedback in school illustrates student struggling to attain their best due to anxiety and low mood.</p> <p>Local mental health support organisations have very long waiting lists, therefore school has to manage mental health issues before professional support can start.</p> <p>This would increase in-school professional support for students and staff.</p>	<p>Weekly link meetings with Heads of Year and Pastoral Support Officer.</p>	<p>RC / JDB</p>	<p>July 2020</p>
--	---	---	--	-----------------	------------------

Maintain the positive overall Progress 8 score and ensure disadvantaged pupils perform at least in line with the cohort.	Pastoral leaders and pastoral support officer to track the progress of disadvantaged students and prioritise them for mentoring and support if necessary.	To ensure disadvantaged don't 'fly underneath the radar'.	Weekly pastoral meetings with line manager.	RC	Termly – after data collection.
	SENDCo to implement 1-2-1 support for pupil premium students also on the SEND register where necessary. This can be in-class or as part of an adapted timetable.	To ensure early intervention and support to prevent lack of progress.	Regular meetings with line manager. Termly data collection.	JDB	SENDO regularly reviews provision and at least termly.
More awareness by staff of PP pupils and when additional support may be needed.	SIMS easily identifies PP students for teachers in each teaching group. Staff use SISRA and departmental tracking systems to monitor the progress of groups of learners and are encouraged to seek	To ensure disadvantaged don't 'fly underneath the radar'. To enable differentiation for all groups of learners.	Termly HODs and departmental meetings. Termly link meetings with HOD line manager.	EM / RC	Ongoing

	specific support when needed.				
To ensure disadvantaged pupils have excellent attendance.	Heads of Year and Attendance Officer (increased time for role given) to track attendance of PP students and intervene early when necessary, building strong working relationships with families, including opening EHA assessments where necessary.	To ensure high standards are set consistently and ensure that organisational and practical support is given early to families who need it, which may include EHA and referrals to external agencies.	Regular meetings with Heads of Year and Attendance and Support Officer. Use of SIMS to record punctuality and attendance.	RC	Termly
Total budgeted cost					£9,500
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Develop confidence, resilience and high aspirations.	Fund music tuition, help with the cost of some extra-curricular activities. Encourage participation on foreign trips and cultural visits.	Participation in school life, especially sporting, musical and school visits is linked to a positive attitude to learning, a sense of emotional wellbeing, a reduction in stress and improved self-confidence.	Feedback from students and families. Attitude to learning grades on progress reports.	RC	Regular pastoral meetings.
Ensure disadvantaged students come to school ready to learn and fully equipped.	Pay for uniform, free school meals and learning materials / hardware for those students most in need.	Research shows that students cannot learn if they are hungry. Students need to feel a sense of belonging to their school community and have self-confidence to interact with peers and access learning. Students need to be able the internet and revision guides for independent study.	Build strong relationships with students and families so that we can identify those most in need and give appropriate support.	RC	Ongoing.
Total budgeted cost					£16,000

7. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the overall Progress 8 score to 0.2 or higher and ensure disadvantaged pupils perform at least in line with the cohort.	A whole-school approach on excellent teaching for all. CPD focussed on differentiation and effective feedback and assessment.	Progress 8 for the school overall was 0.24, and was rated above average. PP Progress 8 was -0.2, but this was adversely impacted by one student with significant issues and major involvement of several external agencies, if their score was not included the PP P8 average would be +0.08.	This approach has worked well, and is one that we would aim to continue for the future	0
	Run 5 classes in each year group in English, Maths and Science from year 9, to enable small class sizes.		The smaller class sizes have helped PP students to achieve well. Implementing this from Year 9 has had a good impact. We will continue with this. We are implementing 5 groups in MFL alongside English Maths and Science for the future.	£5000

	Head of Maths to lead CPD to Heads of Department.		HODs responded well to this CPD and have asked for opportunities for others to showcase success. This will be built into HODs meetings each year.	0
Improve revision skills so that pupils perform well in exam conditions	Lunchtime and after-school revision sessions. Purchase revision guides. 1-2-1 and small group intervention / mentoring when appropriate. Target specific revision sessions for pupils under-target after the mocks.	We carried out small-group mentoring for disengaged students. In-depth discussion of different forms of intervention with HoDs. Timetable targeted revision sessions for pupils under-performing after the mocks.	This has had a positive impact on many individual PP students, evidence by the progress from mocks to end of year exams.	£2140

<p>Improve independent study habits and foster a self-motivated attitude and growth-mindset towards overcoming specific subject difficulties.</p>	<p>Run a staffed silent study room at lunchtimes.</p> <p>Specifically invite disadvantaged pupils to lunchtime subject clinics.</p> <p>Consider disadvantaged pupils for subject and organisational sixth form buddies, without the need for a teacher recommendation.</p> <p>Assemblies, parents meetings and CPD on growth-mindset.</p>	<p>Use of the study room by all students, including PP students, has been good, encouraging a good work ethic</p> <p>Individual invites have gone out to sessions where appropriate and seen a positive impact on results.</p> <p>PP students assigned 6th form buddies as needed.</p> <p>PEB continues to lead of Growth mindset.</p>	<p>We will maintain these strategies as they have worked very well.</p>	<p>£3300</p>
---	---	---	---	---------------------

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Pupil premium students to access appropriate support.</p>	<p>Continue to develop and refine systematic approach to mental health support.</p> <p>Increase capacity and resilience within the school community: whole staff training on youth mental health and enable a small number of sixth formers to train as mental health first aiders.</p> <p>RC to ensure QEGS is part of the Mental Health Trailblazer bid for North Cumbria.</p>	<p>We were able to provide support to students through the Mental Health First aid programme to key pastoral staff.</p> <p>Attachment disorder training was delivered to staff, as it was particularly relevant to several PP students.</p> <p>RC completed the adverse childhood Experience training (ACE) delivered by the virtual school and was able to share that with appropriate colleagues.</p> <p>Our process for mental health education and support has included a series of assemblies, support sessions so that students know how to help themselves and where to find support</p> <p>We are refining the policy for mental health support.</p> <p>Individual PP students were identified to benefit from 1-1 support from SLT and SENDCO monitoring – in particular two students have had very intensive support, including being picked up for examinations, and other interventions.</p> <p>We were part of the Mental health Trailblazer bid on two occasions, unfortunately the area bid Was unsuccessful on both occasions.</p>	<p>Mental Health Youth programme trained up a group of Sixth Formers to offer peer to peer support for students was very successful and we would repeat this.</p> <p>Further work is needed on the mental health policy to refine it.</p> <p>RC will attend further training on ACE's as this has been beneficial and links with the county initiative to make Cumbria ACE aware.</p>	<p>£1850</p>
--	--	--	---	---------------------

<p>Maintain the positive overall Progress 8 score and ensure disadvantaged pupils perform at least in line with the cohort.</p>	<p>Pastoral leaders track the progress of disadvantaged students and prioritise them for mentoring and support if necessary.</p>	<p>Staff have all been made aware how to use SIMs effectively to access PP data. Full training has been given</p> <p>SISRA training has been given so that staff can use it to look at PP breakdown after each assessment point.</p> <p>HODs target PP students in each of their data reviews.</p> <p>We have appointed a Pastoral support officer for additional support from October 2019</p>	<p>Regular training on SIMs and SISRA is needed as this has worked well, but staff need refreshers.</p> <p>Building in PP to HODs data reviews has kept awareness and intervention high.</p>	<p>£500</p>
---	--	---	--	--------------------

	SENDCo to implement 1-2-1 support for pupil premium students also on the SEND register where necessary. This can be in-class or as part of an adapted timetable.	Intervention has worked well – individual case examples can be provided.	1-1 support has been essential in supporting some PP students to attend school, take exams and access learning so we will continue this strategy.	£2750
More awareness by staff of PP pupils and when additional support may be needed. To ensure disadvantaged pupils have excellent attendance.	SIMS easily identifies PP students for teachers in each teaching group. Staff use SISRA and departmental tracking systems to monitor the progress of groups	HODs report on sub groups on students following all data drops including PP students identified. HOY beginning to work on this area – more development needed.	HODs are more aware of PP students and this links to their conversations with Teaching staff.	£750

	<p>Heads of Year and Attendance Officer to track attendance of PP students and intervene early when necessary, building strong working relationships with families, including opening EHA assessments where necessary.</p>	<p>This has worked well, as demonstrated by the progress grades for PP students in lower school.</p>	<p>Making this system more formal for the future will be helpful.</p>	
--	--	--	---	--

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
------------------------	---------------------------------	---	--	-------------

<p>Develop confidence, resilience and high aspirations.</p>	<p>Fund music tuition, help with the cost of some extra-curricular activities. Encourage participation on foreign trips and cultural visits.</p>	<p>High: Opportunities, enrichment and cultural development achieved.</p>	<p>We will continue to do this to offer as much equality as possible for PP students</p>	
<p>Ensure disadvantaged students come to school ready to learn and fully equipped.</p>	<p>Pay for uniform, free school meals and learning materials / hardware for those students most in need.</p>	<p>Students were able to access school and the curriculum with the resources.</p>	<p>We will continue with this strategy, as it is important for all students to have equal access to school.</p>	<p>£14750</p>