

Queen Elizabeth Grammar School Pupil Premium Strategy Statement: Review 2019 - 2020 and Action Plan 2020 - 2021

1. Summary information				
School	QUEEN ELIZABETH GRAMMAR SCHOOL, PENRITH			
Academic Year	2019 – 2020	Total PP budget	£28,480	Date for next internal review of this strategy September 2021
Total number of pupils	911	Number of pupils eligible for PP	30 (including 6 services premium)	
Academic Year	2020 – 2021	Total PP budget	£30,760	
Total number of pupils	950	Number of pupils eligible for PP	35 (including 6 services premium)	

2. Attainment 2020			
There were 3 pupils in receipt of funding in year 11	Pupils eligible for PP	Whole cohort	National average
% achieving a strong pass in maths	100	98.4	57.5%
% achieving a strong pass in English	100	89.3	61.9%
Overall Progress 8 score	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.

Overall Attainment 8 score	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.	The Government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	As our pupil premium numbers are low, staff often lack awareness and insight into the specific needs and issues faced by PP students.		
B.	Possible social anxiety and lack of confidence/self-esteem when comparing themselves to other students in school.		
4. External barriers			
A.	Potential lack of access to “inside” information about careers and universities that might impact adversely on motivation and aspirations		
B.	Disruption to the education of PP students caused by Covid-19 and the resulting periods of absence from school.		
C.	Technological and financial constraints that potentially hold back PP students from fully accessing learning in general and remote learning in the current situation.		
5. Desired outcomes 2021		Success criteria	
A.	For PP and non-PP students’ Progress 8 score to be the same or higher than 2018-19 cohort (2019/20 impacted by use of CAGs)	Progress 8 score to be 0.2 or higher.	
B.	PP pupils to access appropriate targeted support which takes into account the particular increased impacts of Covid 19 and the lockdown on this group	Targeted support in place whereby PP students from each year are automatically offered academic and personal development catch up classes. Tracking from termly data points to show that PP pupils are making good progress in line with peers both in terms of attainment and ATL	

<p>C.</p>	<p>PP pupils in KS3 develop good learning habits and increased resilience to uncertainty. Pupils to value education in general and QEGS specifically. Strategies to take into account the particular increased impacts of Covid 19 and the lockdown on this group</p>	<p>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.</p>
<p>D.</p>	<p>PP participate in extra-curricular activities where available, have excellent attendance (95%+) and a positive attitude to school and the school community.</p>	<p>Discussions with pupils show good attitude to school, cross referenced with ATL scores from termly data drops. Participation in clubs, music lessons, performances and trips. Attendance To be in line with whole school attendance and at least 95%+</p>

6. Planned expenditure

Academic year

2020-21

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.	<p>“A whole-school approach promoting learning which sets high aspirations for all pupils”</p> <p><i>Supporting the attainment of disadvantaged pupils</i></p> <p><i>Briefing for school leaders</i> DfE November 2015</p> <p>National Foundation for Educational Research</p>	<p>CPD to develop further the delivery of lessons through different methods as required by the Covid-19 situation. For example, online learning platforms.</p> <p>Lesson observations, Book scrutinies, Line manager meetings, HoD meetings and Departmental meetings to monitor integration of new ideas.</p> <p>Recording and sharing of online lessons to support staff.</p>	RD	Termly

	<p>Run 5 classes in each year group in English, Maths and Science from year 9, to enable small class sizes.</p> <p>Head of Year 10 to lead CPD on motivating boys achievement</p>	<p>To enable staff to give as much individualised feedback and support to students as possible by having smaller class sizes</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> <p>Research consistently shows underperformance of boys. E.g. In 2019, 71.9 percent of female students and 62.9 percent of male students achieved a C/4 grade or higher in the United Kingdom</p> <p>At QEGS in 2019 82.8% of boys attained a 5-9 in GCSE Maths and English, while 92.7% of girls did.</p>	<p>Timetable and staffing to allow 5 classes in those subjects, taking into account cohorts and distributing students according to prior attainment, ATL and class dynamic</p> <p>Use of HoY meetings to deliver and discuss with impact reviewed following each data drop and adjustments to strategy and approach as required</p>	<p>EM</p> <p>RW /AM</p>	<p>Each year, with a review of student attainment for those subjects compared to 4 class subjects. On average, this needs to be above other subjects to justify continuation</p> <p>Termly- after each data drop</p>
--	---	---	---	-------------------------	--

<p>Fill knowledge gaps that have developed and improve revision skills so that pupils perform well in exam conditions</p>	<p>Provision of “catch up” sessions, some of which will subject based and others that will cover personal development themes like organisation, resilience, revision and exam technique</p> <p>Further refine specific revision sessions for pupils under- target after the mocks.</p>	<p>The National Foundation for Educational Research's survey, carried out just before the end of term in July found that schools had covered just 66% of their usual curriculum by July, putting pupils three months behind in their learning.</p> <p>At QEGS, a survey conducted at the end of September 2020 found that 27% of Year 10 students and 39% of Year 11 students were behind in subject content and key skills in at least one subject.</p>	<p>Termly data collection and continuous feedback from sessions. Value for money based on evidence of impact evaluated.</p>	<p>EM/AM</p>	<p>September 2021</p>
<p>Improve independent study habits and foster a self-motivated attitude and growth-mindset towards overcoming specific subject difficulties.</p>	<p>Run a study room in each bubble at lunchtimes with regular supervision.</p> <p>“Catch up” sessions on personal development themes like organisation, resilience, and positive mental health</p>	<p>Preparing students to cope with remote working, particularly as school may face several partial or full lockdowns throughout the year is very important</p>	<p>Attendance at study and catch up sessions monitored with registers taken and analysed.</p> <p>Contact with parents of students who need extra support</p>	<p>EM/AM</p>	<p>Monthly</p>
<p style="text-align: right;">Total Budgeted Cost</p>					<p>£8000 (Plus catch up funding as appropriate)</p>

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?
Pupil Premium pupils to access appropriate targeted support which takes into account the particular increased impacts of Covid 19 and the lockdown on this group	Continue to develop and refine systematic approach to mental health support with clear pathways and personnel identified for specific issues	Mental health needs within the school have grown hugely because of the current Covid 19 situation. Students returning from the first lock down have either developed new problems or have had existing issues exacerbated. PP students in particular are more vulnerable because of financial and technological constraints that compound potential isolation. Currently at QEGS, 13% of PP students are receiving support for mental health concerns either within school or from external agencies. Furthermore, local mental health support organisations have very long waiting lists, therefore school has to manage mental health issues before professional support can start.	Use of CPD for all staff on mental health concerns and the beginning of the year and deployment of relevant resources and agencies throughout the year	AM	Ongoing
	Increase capacity and resilience within the school community: whole staff training on youth mental health		Training of whole pastoral team to higher safeguarding level and introduction of new pastoral team meetings to replace HoY meetings with the inclusion of SENDCo, AO and PSO to allow information sharing and gathering	AM	Weekly, through standing meetings with HoYs, SENCo, PSO and AO

	<p>New pastoral support officer appointed with focus on 1:1 for PP students where appropriate</p>	<p>This increases in-school professional support for students and reduces strain on HoYs</p>	<p>Weekly monitoring with AH to review workload and discuss cases. SENDCo, PO and AO invited to pastoral meetings and PP cases to be reviewed and discussed specifically</p>	<p>AM</p>	<p>Weekly</p>
	<p>1:1 external mental health support for PP students where appropriate</p>	<p>Use of organisations like Eden Mind and Barnados Link project to give students the opportunity to work with someone from outside of the school system can offer a valuable alternative viewpoint. For example, 4 PP students are currently being supported through two different schemes run by Eden Mind. These students are no longer requiring the same level of support from HoYs and PSO</p>	<p>Referrals managed so the vulnerable students that are most suited to this support are identified</p>	<p>AM</p>	<p>Ongoing</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.	AM	Termly – after data collection.
	SENDCo to implement 1:1 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.	CM	SENDCo 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. Edulink allows pastoral staff and HoDs to monitor things like homework completion and attendance for PP students. Staff use SISRA and departmental tracking systems to monitor the	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. Reports after data point call for HoD/departmental staff to specifically address the performance of all groups of learners including PP students	AM/ EM	Termly

	progress of groups of learners and are encouraged to seek specific support when needed.				
To ensure disadvantaged pupils have excellent attendance.	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.	Research shows the clear link between attendance and attainment. For example, some research suggests that a 10% fall in attendance equates to a dropped grade at GCSE	Regular meetings with Heads of Year and Attendance and Support Officer. Use of SIMS to record punctuality and attendance.	AM	Termly
Total budgeted cost					£12000

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 extra-curricular, are linked to a positive attitude to learning, a sense of emotional wellbeing, a reduction in stress and improved self- confidence. In the current climate where the mental health of students is under severe threat, funding for these sorts of activity are essential	Use of the pastoral system of tutors, HoYs, SENDCo, LSAs and others to all help identify students and the opportunities that are available to them	AM	Regular pastoral meetings

<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>Research shows that students cannot learn if they are hungry.</p> <p>Students need to feel a sense of belonging to their school community and have self- confidence to interact with peers and access learning.</p> <p>Students need to be able to access the internet and revision guides for independent study particularly in the current climate</p>	<p>Build strong relationships with students and families so that we can identify those most in need and give appropriate support.</p> <p>In particular, continuous monitoring of technological needs of students so that they will be able to work successfully from home during a partial or full lock down</p>	<p>AM</p>	<p>Ongoing as a standing question at HoY link meetings and pastoral meetings</p>
--	--	---	--	-----------	--

Ensure students can engage fully in remote learning should it be required	Identify the needs of all PP students in terms of computer hardware and access needs. Where appropriate pay for laptops or wireless network access.				
Total budgeted cost					£10760

7. Review of expenditure				
Previous Academic Year		2019 - 2020		
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
<p>Improve the overall Progress 8 score to 0.2 or higher and ensure disadvantaged pupils perform at least in line with the cohort.</p>	<p>A whole-school approach on excellent teaching for all. CPD focussed on curriculum structure, access for all and clear expectations.</p> <p>Run 5 classes in each year group in English, Maths and Science from year 9, to enable small class sizes.</p>	<p>CPD focus for whole staff specific focus on needs of PP cohort led by RC.</p> <p>Sequencing and developing curriculum were a focus, ensuring all students had access to an effective curriculum.</p> <p>All students identified and increase in use of SIMS to ensure communication with teachers and support staff to raise awareness.</p> <p>5 classes ran in English, Science and Maths from Year 9. Progress reports for these students at each assessment point showed that strong progress was being made. For example, Year 10 Autumn 2019 data showed only 8 students were making poor progress in those subjects, none of which were PP students</p>	<p>The strategies employed were effective for this target. Several will be included for next year's actions including maintaining smaller group size and a continuing to develop the CPD program.</p> <p>COVID impact will be considered and in particular how disadvantaged pupils may have lost ground over others during the lockdown period because of their circumstances. Namely in terms of financial or technological support at home.</p>	

	Head of Year 9 to lead CPD on motivating boys achievement	<p>Progress 8 was expected to meet this target and internal data supports this in SISRA.</p> <p>RW did some CPD work on motivating male students with lower achievement which has supported her work with the year group and had a positive impact on boys achievement shown by Year 9 2020 Spring Review data which showed only 3 male students having a poor ATL. None of these students were PP students</p>	RW will share learning more widely	
Improve revision skills so that pupils perform well in exam conditions	<p>Lunchtime and after-school revision sessions. Purchase revision guides. 1:1 and small group intervention / mentoring when appropriate.</p> <p>Target specific revision sessions for pupils under- target after the mocks.</p>	<p>These were well under way in almost all subjects before lock down and were well attended with HoDs identifying and inviting students to come to revision sessions after analysing the Year 11 mock data. HoDs also informed parents to encourage participation.</p> <p>The school has purchased a full range of revision guides both held at central locations and within departments. As such, there are several access points available for students to gain access to them</p>	These are particularly successful when divided between content and technique sessions and this approach should continue. For example, the history department ran content lessons at lunchtime and technique sessions after school with different cohorts attending one or both depending on identified needs following mock exam review. The targeted nature made them popular and “meaningful” to students attending.	
Improve independent study habits and	Run a staffed silent study room at lunchtimes.	A staffed silent study room was made available to all students and this became increasingly well used throughout the first term and a half with over 50% capacity taken	This is an important resource for students wanting to organise there working day and the school will look to reinstate something similar	

<p>foster a self-motivated attitude and growth-mindset towards overcoming specific subject difficulties.</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>up on most days of the week.</p> <p>Several departments ran successful lunchtime clinics for both PP and non-PP students. In particular, Maths Clinic operated every day of the week.</p> <p>HoDs organised buddies for subject support and ACW used buddies as well as weekly meetings with him to support students struggling with organisation and motivation.</p> <p>PeB continued to deliver assemblies and CPD on growth mindset to staff and pupils, embedding the idea further. Equally, these concepts were shared with parents at evenings like the GCSE and A Level awards evenings</p>	<p>when students and rooms can be released from bubbles</p> <p>Any student, including PP students, who are found to be struggling are invited to both lunchtime and after school clinics and this should continue</p> <p>This system has great value if we are in school. How students might self-refer for a buddy still needs developing moving forward. Particular thought should be given to reticent PP students who might feel uncomfortable coming forward and my require persuasion of tutors and HoYs</p> <p>These are important concepts particularly in terms of optimism and positivity during and post lockdown. As such, school should continue to embed them</p>	<p>£8000</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
Pupil premium students to access appropriate support.	<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>Systematic approach developing with Heads of Year, SENDCO, Attendance Officer and Pastoral Officer all taking on specific roles and offering different sorts of support</p> <p>Training provided to whole staff on developing mental health issues. For example, attachment disorder in young people.</p> <p>Sixth formers completed training with Eden Mind charity and agreed to be identifiable to school community so that students could approach and speak to them. They also generated imaginative schemes to support the mental health of other students.</p> <p>Caseload of new Pastoral Support Officer grew to c.20 in first year of appointment with 20% of students on that caseload being PP.</p>	<p>This is the right approach, but it requires one person with overview to stop any one element becoming overloaded with cases. This was particularly true during lockdown Reaching out with training directly to parents might reduce caseload as well</p> <p>Whole staff training vital, particularly in current environment where student mental health has been significantly harmed and the impact of Covid is comparable to being a traumatic event. More time should be given to this sort of training.</p> <p>The Pastoral Support Officer added an excellent new dimension to the support of all students, including PP students. One lesson learnt that their caseload can spiral and needs to be monitored</p>	

	1:1 external mental health support for PP students where appropriate	RC used outside agencies including Your Voice run by Eden Mind to work with both PP and non-PP students.	This additional provision works well but is clearly hampered in a lock down situation. School and Eden Mind are looking into developing online provision	
--	--	--	--	--

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.	Increased use by middle leaders of SIMS and Sisra to identify and track the progress of PP students both within and across years is allowing detailed tracking and comparison with non-PP students to happen	This needs to continue and in particular should be developed so that information on the progress of PP students can be passed from one HoY to the next.	
	SENDCo to implement 1:1 support for pupil premium students also on the SEND register where necessary. This can be in- class or as part of an adapted timetable.	C10% of students on SEN register are also PP students. The SEN register shows that all have benefitted from 1:1 support from the SENCO and LSA team on several occasions as well as in class support.	Needs to continue where appropriate	

<p>More awareness by staff of PP pupils and when additional support may be needed.</p>	<p>SIMS easily identifies PP students for teachers in each teaching group.</p> <p>Staff use SISRA and departmental tracking systems to monitor the progress of groups of learners and are encouraged to seek specific support when needed.</p>	<p>It is now routine for HoDs to report back following termly data drops on how each year has performed. This includes looking specifically at key groups including PP and SEN. HoDs and their staff regularly discuss these comparisons and as such staff awareness of PP students has grown as has planning to overcome obstacles PP students may face.</p>	<p>This should continue to happen and when possible, whole staff training to share strategies would be valuable.</p>	
<p>To ensure disadvantaged pupils have excellent attendance.</p>	<p>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.</p>	<p>Evidence and analysis of attendance data prior to Covid lockdown supports high attendance figures overall and a favourable comparison between PP and non-PP student attendance. For example, Overall attendance for PP students was 93.94% and overall attendance for non-PP students was 96.22%, but authorised absences for PP students was 5.57% and non-PP students 3.68%.</p> <p>Furthermore, nationally, attendance of PP students at state secondary schools 2018-19 stood at 91.8%</p>	<p>Attendance Officer in conjunction with HoYs are tackling poor attendance with formal systems to identify and contact students and their parents. The Covid Lock Down and subsequent periods of self-isolation have demanded both a great deal of time and flexibility as national government have regularly adjusted the rules.</p>	<p>£9500</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
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.	Although several trips and visits were cancelled in the second half of the year, 14 PP students still benefited from funding for the trips and visits that did happen. 7 PP students received financial support for music lessons and sporting activities	This should continue and is an essential part of the school ethos to shape students beyond and outside of the classroom	
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.	5 PP students received funding for uniform and equipment. 14 PP students were in receipt of Free School Meals before the Covid Lockdown and these students received funding for food during the Lockdown as well.	This must continue as it one of the key ways in which disadvantaged students can have their opportunities to learn equalised to those of their peers	

£16000

