Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Grammar School, Penrith
Number of pupils in school	785 (Y7-11)
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	August 2023
Statement authorised by	David Marchant, Headteacher
Pupil premium lead	Vicki Smith, Assistant Head
Governor / Trustee lead	Jean Jenkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,875
Recovery premium funding allocation this academic year	£6,000
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	£29,875

Part A: Pupil premium strategy plan

Statement of intent

The focus of our strategy is to promote progress and well-being and to remove barriers to learning for students eligible for this funding. We nurture skills and talents and we enable children who qualify for Pupil Premium to have full access to extra-curricular activities.

Penrith is located in a sparsely populated rural area, where unemployment is low. Average wages however are also low, even though house prices and rents remain comparatively high.

Life can be very difficult for some families, who once qualified for such benefits as free school meals, but now find that the thresholds for application have risen.

Other families may find rural isolation a problem, and this will have been exacerbated by the Covid – 19 pandemic. This has also been a stressful time for those whose income is based on tourism or hospitality, and those in the healthcare and emergency services and other key workers.

It is hoped that the Pupil Premium will help children from low-income families to achieve their potential and thrive in a school that is socially inclusive.

We take a Piaget-based approach to using Pupil Premium funding, and try to address basic needs first by ensuring that children are eating regular meals and have appropriate clothing and shoes, before addressing wider issues to support inclusion and eventually academic success, creativity and self-fulfilment. Beyond that, the Pupil Premium is used to close the gap between the achievement of eligible pupils and their peers. The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	As our pupil premium numbers are low, some staff lack awareness and insight into the specific needs and issues faced by PP students.
2	There is the possibility of social anxiety and lack of confidence/self-esteem when comparing themselves to other students in school. This can also link to an increase in mental health issues in students.
3	Potential lack of access to "inside" information about careers and universities that might impact adversely on motivation and aspirations, they may not see aspirations for university or further study modelled in the home.
4	From our observations of attendance at extra-curricular activities, PP students are less likely to participate than other students. This means that they do not always access the breadth of opportunities that non-PP students take part in. One challenge has been the accurate recording of this data, but we have created a central system for collecting this information moving forward.
5	In 2022, the progress of PP students was 0.02, with an average grade of 6.3, this compares to non-PP students with a progress value of 0.07 and an average grade of 6.6. There remains a significant difference between the outcome of the PP cohort and non-PP cohort at GCSE in terms of progress, but the outcomes for PP students at QEGS remain higher than the national average The last set of actual examination data was in 2019. This data showed the progress of PP students was -0.21 with an average grade of 5.49. This compares to non-PP students with a progress value 0.32 and average grade of 6.46. It is important to note that this is a small data set, with only 8 students in the group. One student who had additional issues outside of school significantly skewed the data.
6	Disruption to the education of PP students caused by Covid-19 and the resulting periods of absence from school may have had a more significant impact for PP students compared to other students who may have had more access to support while at home.
7	Technological and financial constraints that potentially hold back PP students from fully accessing learning in general and remote learning in the current situation.

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
All staff will be aware of their PP students and aware of a range of strategies to support them.	Staff are using data on marksheets and registers and applying appropriate strategies for individual PP students. Staff are able to discuss a range of strategies that could be used. By the end of 2021/22 all staff will be able to identify clearly PP students (and other subgroups) using register data and apply strategies to support PP students. We will review this at the end of each of the three years.
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
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	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. By the end of 2024/25 PP students report data and detention data are in line, or less than the whole cohort. PP students will be achieving the full range of achievement points across Quality, Extra, Grit and Service. Please see Part B: Review of outcomes in the previous academic year to see baseline scores for attainment, attitude and behaviour for last year.
Ensure that there is a wraparound programme that builds cultural capital and raises aspirations for PP Students	PP students will have high aspirations for their future and equal access to enrichment opportunities to build their cultural capital.

	By the end of 2024/25 destinations and future pathways represent high aspirations and are in line with the rest of the cohort.
PP participate in extra-curricular activities where available, have excellent attendance (95%+) and a positive attitude to school and the school community.	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%+ By 2024/25 attendance of PP students will be at least 95%, attendance records from extra-curricular activities show PP students access a full range of opportunities. As a baseline, attendance for last year was 94.77% for whole school and 93.35% for Pupil Premium.
Progress 8 score for both PP and non-PP students to be the same or higher than 2018-19 cohort (2019-21 impacted by use of CAGs)	By 2024-25 Progress 8 score to be 0.2 or higher for PP students and we will have reduced the gap between PP students and the whole cohort.
All students will have access to the required technology for both in class and remote learning and support with how to use it effectively.	PP students are confident at using technology and have access to all the resources required to enhance their learning and remove barriers. By 2024/25 all PP students will have an device and will be able to access appropriate learning resources in school and at home.

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: £ *8875*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to teaching and learning including high quality CPD focussed on curriculum – particularly retrieval practice in lessons	"A whole-school approach promoting learning which sets high aspirations for all pupils" Supporting the attainment of disadvantaged pupils Briefing for school leaders DfE November 2015 National Foundation for Educational Research	5
Run 6 classes in each year group in English, Maths and Science and MFL from Year 9 upwards to enable small group sizes	Reducing class size EEF impact +2	2,5,6
Fill knowledge gaps that have developed and improve revision skills so that students perform well in exam conditions. Provide small group catch up sessions as appropriate covering both academic and personal development.	Small group tuition EEF impact +4	2,5,6
Students will learn about how to use retrieval practice to enhance their learning.	Meta cognition and self-regulation skills EEF impact +7	2, 5
Run CPD sessions with staff to ensure that they can access the correct information about their classes and know which strategies to use	Teaching staff about collaborative learning approaches EEF Impact +5

Giving appropriate feedback EEF impact +6

Individualised instructions EEF impact +4 | 1,5 |

	Mastery learning EEF impact +5	5
Mastery learning is embedded across all learning in Maths to support achievement.		

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

Budgeted cost: £ 6000(recovery premium) + £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyTutor targeted support in English, Maths and Science.	EEF – Targeted academic support +5 impact on EEF strategy evidence	5
Run a staffed study space in an ICT room to support all PP students Y7-11. As well as access to technology, staff can support them to build study habits, fostering a self-motivated attitude and growth mindset.	We have seen students struggle with a lack of structure to their work, providing this additional resources allows us to extend school time (EEF impact +3) and provide support to prepare them for future learning through small group tuition (EEF impact +4)	3,5,6,7
Building into the monitoring process a specific focus on PP students as a group in HODs data reviews, HOY in weekly review meeting and through targeted intervention following each data point.	Where appropriate Behaviour intervention EEF impact +4 Mentoring for individual students EEF impact +2 Leading to parental engagement EEF impact +4	1,2,5
1-1 support from SENDCO for those PP students who are also on the SEND register, this will include some in class teaching assistant support and some out of class work as appropriate.	Use of teaching assistant interventions EEF impact +4 1-1 support EEF impact +5	2,5,7

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

Budgeted cost: £ *9000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
At each data point PP student participation in extracurricular activities is monitored through a questionnaire to students. This is then used to focus discussions with students to look at barriers to accessing extra curricular activities and how PP can be used to support this.	Social and emotional learning EEF Impact +4 Physical activity EEF impact +1	2,4
Enhanced pastoral support to support mental health for PP students through individual meetings, regular check-ins and wider mental health first aid training among staff and students.	22% of PP students are currently receiving 1-1 support for mental health concerns either within school, or from external agencies. Mental health needs have grown due to COVID isolation, PP students are more vulnerable to issues of isolation due to lack of technology and social opportunities.	2
Fund music tuition, and help with the cost of some extra-curricular activities. Encourage participation on cultural visits (and foreign visits if available)	Arts participation EEF impact +3 Social and emotional learning EEF impact +4	2,3,4
Pay for uniform, free school meals, materials etc that PP students need to access learning.	Removing barriers to accessing learning.	5
Ensure that all PP students have the required technology equipment to access learning in school and at home.	Removing barriers to accessing learning.	7
Run a school careers fair with a range of activities, where PP students are prioritised and supported to ensure that they attend to raise aspirations.	Aspiration interventions EEF – unclear impact	3

Work experience opportunities prioritised for PP students to ensure that they have a suitable placement.		
PP students attendance monitored specifically by the Attendance officer. Once per half term PP attendance is discussed with AHT to identify any priority PP students who require attendance plans and specific interventions.	Regular attendance at school improves outcomes. A 10% drop in school attendance is equivalent to a reduction of one grade in achievement according to research from the DfE. ("Link between absence and attainment at KS2 and KS4" – March 2016)	5,6

Total budgeted cost: £ £29,875

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.

A: Progress 8 outcome:

In 2022, the progress of PP students was 0.02, with an average grade of 6.3, this compares to non-PP students with a progress value of 0.07 and an average grade of 6.6. There remains a significant difference between the outcome of the PP cohort and non-PP cohort at GCSE in terms of progress, but the outcomes for PP students at QEGS remain higher than the national average

B: PP Targeted support:

Sessions were run on exam technique and resilience which PP student accessed. Intervention through MyTutor was offered to all PP students, with the majority accepting the offer, with positive feedback from the course tutors and students and parents. It had a particular focus on building confidence for some students, which had been lost during lockdown. Overall attendance of MyTutor sessions by PP students high with many students having 100% attendance

C: PP in K3 develop good learning habits and increased resilience:

Based on Year 7 - 11	% of students achieving the following marks:				
Attitude to Learning	**1**	**2**	**3**	**4**	
Pupil Premium	31%	63%	6%	0%	
Whole school exc PP	36%	58%	5%	1%	36 PP Students
Progress	**A**	**B**	**C**	**D**	
Pupil Premium	15%	63%	19%	3%	
Whole school exc PP	22%	66%	10%	2%	

These figures suggest a fairly similar attitude to learning amongst KS3 and KS4 students last year. There is a more notable difference in terms of progress where PP students scored similar numbers of "B" grades, but were less likely to achieve "A" grades. Significantly more PP students also received "C" grades, meaning their attainment was slightly below what was expected. This is clearly an area for the school to continue to work on in its next 3-year strategy.

D: PP participate in extra curricular activities, have excellent attendance and positive attitude to school community

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Attendance data: 92.99% for whole school and 90.94% for Pupil Premium. This clearly suggests that there in no significant statistical different in terms of attendance.This is something for the attendance officer to focus on.

Extra-curricular attendance: Many Pupil Premium students take part in extracurricular activities. For example, in 2021-22 2 PP students took singing lessons, 2 were part of the baminton club and three played rugby for the school

Behaviour logs: 123 PP students receiving behaviour points last year Putting this in context, many of the points were given to just 4 students with complex behavioural and educational needs. This has skewed the figures. For example, 12/36 PP students had no behaviour points at all.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Academic Tuition (National Tutoring Programme)	MyTutor