

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 Grammar School |
| Number of pupils in school | 1062 |
| Proportion (%) of pupil premium eligible pupils | 6.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | Nov 2024 |
| Statement authorised by | Al Thornhill |
| Pupil premium lead | Hazel Phillips |
| Governor / Trustee lead | Mr Mark Ellis |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £80,000 |
| Recovery premium carried forward from previous year (catchup funding) | £33,658 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £55,000 |
| 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 | £168,658 |

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aims for our disadvantaged pupils are:

Disadvantaged pupils at Queen Elizabeth's Grammar School achieve qualifications in line with their peers. They attend enrichment activities that enhance their experience of school and raise their aspirations. They receive career advice that stretches the boundaries of what they may have previously considered. Pupil Premium students at Queen Elizabeth's feel well supported emotionally as well as academically.

Our approach will aim to:

- Support disadvantaged pupils academically through early interventions and regular monitoring of their progress.
- Encourage pupils to consider a broad range of future pathways and enrichment opportunities to develop their cultural capital.
- Provide appropriate emotional support for disadvantaged pupils to enable them to attend and engage with the school community.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Addressing the gap of non-FSM +0.25 P8, vs Disadvantaged -0.01 P8. A particular challenge here is focussing on attainment for English -1.04 (disadvantaged) vs +0.26 non-FSM, and maths -0.55 for disadvantaged vs +0.06 non-FSM |
| 2 | Our observations and discussions with pupils and families continue to suggest that the impact of lockdown is felt more significantly within this group. There are issues with anxiety that impacts on attendance and other emotional wellbeing issues impacting on their integration into the school community. We continue to see serious attendance issues within this group since lockdown. |
| 3 | Discussions around ambition and aspirations for disadvantaged pupils highlights that there is a lack of aspiration and knowledge around future pathways and further education. |
| 4 | Observations and discussion with pupils and parents suggest that there can be financial barriers to disadvantaged pupils attending school trips and taking part in some enrichment activities. This is sometimes because of distance travelled which can be a challenge for some of our disadvantaged pupils. |

| | |
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| 5 | Observations continue to reinforce that there is a lack of organisation and metacognition skills with this group of pupils in particular. |
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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 |
|---|--|
| Improved outcomes in Maths and English for current year 11. | Gap in GCSE Maths and English outcomes between PP and non PP reduced in academic year 23/24. |
| Improved attainment and progress. | Reduction in progress 8 gap between PP and non PP pupils. |
| Students accessing appropriate further education options. | Increase in the number of PP pupils attending sixth form (here or another setting), or studying for alternative level 3 qualifications. |
| Tracking higher education destinations to begin to build a picture of where disadvantaged pupils progress to. | Know the outcome for our previously PP pupils for post 18. Improved knowledge of alternative post 18 opportunities outside of university to support a range of aspirations. |
| Increased engagement in enrichment activities and trips. | Increase in the number PP pupils attending trips, taking part in enrichment activities and having music lessons in the academic year 23/24. |
| Improved attendance and school engagement through emotional and wellbeing support in school. | Fewer reduced timetables and pupils with serious attendance issues. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|--|---------|
| CPD Programme - VESPA and Growth mindset programme, EDI Champion sessions, supporting literacy across the school, mental health, Art's Mark, online safety, and developing independent learners. DofE uptake. | Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students (EEF Guide to Pupil Premium). | 1 |
| Faculty and Department PP information sessions. | The importance of knowing your PP pupils and what support can be provided for them. | 1,2,3,4 |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School Led Tutoring - run by individual departments (Maths and English only). | One to One and small group tuition is seen to have a high impact according to the Education endowment foundation. Info here . | 1 |
| Year 9 Intervention block (5 lessons per fortnight). | As above. | 1 |
| Monitoring progress following interventions at key internal data points to inform future intervention. | As above. | 1 |
| Tracking attendance to intervention sessions via new Pupil Premium Support Officer. Supporting students with attendance. | As above. | 1,5 |

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

Budgeted cost: £ 40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Students are supported to attend lessons more regularly, given support with managing workload, given specific support with anxiety or any other specific issue that is a barrier to attendance / effective learning. | Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF Guide to PP). | 1 |
| Students are able to access online learning and complete homework effectively with the use of their school provided one to one devices. | Better access to learning resources will increase students' engagement with tasks set to be completed at home. | 4 |
| Extra curricular club support and encouragement. | Engagement in music lessons and extra curricular activities increases self esteem and motivation, extensive programme which is opened up to all students including a range of international trips. | 4 |
| Support for individual students for summer schools/scholarships in chosen or considered career paths. | Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes (EEF Guide to Pupil Premium). | 3 |
| Support for all PP pupils to attend curriculum essential trips throughout the year. | As above. | 4 |

Total budgeted cost: £90,000

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 2022 to 2023 academic year.

The % of disadvantaged pupils gaining 4+ in English and Maths was 79% for 2023 compared with 82% in 2022.

The Progress 8 score for Pupil Premium students was -1.01, compared with -1.15 in 2022. Data from FFT Aspire 2023.

The gap between FSM6 and not FSM6 P8 measure is -1.26 compared with -1.17 in 2022.

The most significant changes to our strategy last year were the Maths and English interventions. These focussed on a range of year groups and we will not necessarily see significant immediate impacts in our KS4 outcomes.

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 |
|----------------------------------|-----------------|
| Wellbeing and attendance support | Dare to Differ |
| Tutor Programme | MyTutor.com |