

## 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	1031
Proportion (%) of pupil premium eligible pupils	8.15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	
Pupil premium lead	Hazel Phillips
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38980 (to be verified)
Recovery premium funding allocation this academic year	£23184 (split to be verified)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,814
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,978

# 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 have previously considered. Pupil Premium students at Queen Elizabeth's feel well supported emotionally as well as academically.

The key principles of our strategy are that we take an individualised approach to encouragement and support and involve the students and parents in decision making.

## Challenges

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

Challenge number	Detail of challenge
1	Continued impact of the disengagement during lockdown - academically and emotionally
2	Access to resources outside school - internet access or devices to use
3	Lack of ambition and aspiration - some PP students do not feel Level 3 courses are for them
4	Lack of attendance to after school clubs / enrichment activities / school trips

## 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
Students accessing appropriate further and higher education options - ranging from apprenticeships to Oxbridge entry	Increased applications to further education courses
Improved attainment and progress	Reduction in progress 8 gap
Provision of appropriate hardware	Access to online resources
Increased engagement in enrichment activities and trips	More PP pupils attending music lessons, trips and enrichment activities.

## 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 - PP focus sessions.	High quality teaching is the foundation for PP support.	1
Faculty and Department Curriculum Planning - Time and resources invested in improving the quality of SoW etc	High quality teaching is the foundation for PP support.	1,3
Curriculum Resources - Investment in high quality digital and non digital resources to impact positively on student attainment	High quality teaching is the foundation for PP support.	1,3

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

Budgeted cost: £ 30,000

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 <a href="#">here</a> .	1

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing support	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.	1
Chromebook scheme	Students are able to access online learning and complete homework effectively with the use of their school provided one to one devices.	2
Extra curricular club support	Engagement in music lessons and extra curricular activities increases self esteem and motivation.	4
Careers support	Support for individual students for summer schools/scholarships in chosen or considered career paths to raise aspirations.	3
Trips funding	Support for all PP pupils to attend curriculum essential trips throughout the year	4
Additional MIS features to support monitoring and awareness of PP students	Tracking pupil data and understanding our students using technology The EEF's <a href="#">'Using Digital Technology to Improve Learning'</a>	ALL

**Total budgeted cost: £ 73,000**

## 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 2021 to 2022 academic year.

90% (82% including school refuser) of disadvantaged pupils gained 4+ in English and Maths which is a drop of 4% from the last academic year; however, this is down to one student).

The Progress 8 score for the same group is -0.87 (-1.15 including school refuser) compared with -0.89 in 2021. Data from FFT Aspire 2022.

The difference between pupil premium and the progress 8 measure is 0.80 (-1.08 including school refuser) compared with 0.76 in 2021

### 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
Self Esteem and body image talks	Self Esteem Team
Wellbeing and attendance support	Dare to Differ