



Pupil premium strategy statement / self- evaluation 2018-19

1. Summary information					
School	Queen Elizabeths Grammar School, Ashbourne, Academy				
Academic Year	2018/19	Total PP budget	£143,055	Date of most recent PP Review	03/18
Total number of pupils	1347	Number of pupils eligible for PP	153 (14.2%)	Date for next internal review of this strategy	01/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017/18)
Progress 8 score average	-0.30	0.12
Attainment 8 score average	34.00	52
% of students achieving 4+ in English and Maths (2017/18)	45.9	70.6

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Achievement Gap between PP and non-PP students in both Key Stage 3 and 4
B.	Low aspirations amongst some PP students and parents has led to reduced engagement with the school
C.	Increased Social, emotional, mental health issues are affecting the progress of some (mainly PP) students across Key stage 3 and 4
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Whilst overall absence rates remain lower than national. Absence and persistent absence rates are higher than national for our PP students



4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve the Achievement of eligible students	Improve the headline progress 8 measure for disadvantaged students from -0.94 in 2016 to -0.36 in 2017 to 0 in 2018 and then +0.10 in 2019
B.	Increase aspirations of PP students and parents through increased parental engagement with school	Attendance at Parents evenings is above 90% for PP parents. 0% NEET for current year 11 PP students. All PP parents to attend at least 1 function at the school during the academic year. Increase the educational opportunities accessed by PP students to over 75%.
C.	PP students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting
D.	Both absence and persistent absence rates are in line with national rates.	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 30% in 2017/18 to 20% in 2018/19. Overall absence rates amongst pupils eligible for PP improves from 9.4% 17/18 to 6% in 2018/19.



5. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching	Raise achievement of all PP students by including appraisal targets for pupil progress focusing on achievement of PP students in all teaching groups.	Making teachers more accountable for the progress of key groups/ individuals; sense of priority for PP pupils' achievement	Evidence from learning walks, Pupil voice, Analysis of progress data SLT link meetings – records, Bluesky Appraisal system	All SLT	Reviewed throughout the year – at data entry points and as part of mid-year appraisal meetings
Improve and maintain the quality of feedback to all learners	Continued high emphasis on the quality of feedback given to all learners	Improving feedback between students and teacher could add eight months to student progress (NFER Teacher Omnibus Survey)	Evidence through Blueky appraisal, lesson observations, work sampling and student voice	All SLT	Reviewed throughout the year – at data entry points and as part of mid-year appraisal meetings

Total budgeted cost £123,055



ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
IDL reading programme	Small group provision targeted at improving literacy levels using IDL reading programme	Some of the pupils need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and SENCO to liaise with parents.	SENCO SBE	October 2018
Provision of exam related materials for all PP, IT and paper-based resources	Improved attainment for Yr11 PP students	PP students don't always communicate a lack of IT at home or other issues with access to materials; provision of all resources to remove barriers to success	SBE to work with individual PP cases to assess and overcome barriers to learning	SBE	Dec 2018
Exam Breakfasts	To improve performance and reduce stress during exam sessions	The increase in on-task behaviour following breakfast may indicate that students who eat breakfast are more able to concentrate, pay attention and are more alert. This is supported by evidence that demonstrates positive effects of breakfast on cognitive performance including attention and memory (Hoyland et al., 2009).	Exam breakfasts to be staffed appropriately and students' attendance to be closely monitored. Students' participating in exam breakfast to be mapped against their exam progress.	SBE	July 2019



Parent/carer support sessions	To give parents/carers the confidence, where applicable to help their children in homework and study-sessions	Evidence from EEF states that two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	Ensure we provide a flexible approach to allow parental/carer engagement to fit around parents' schedules (Parents of older children may appreciate short sessions at flexible times).	SBE All Curriculum Leaders	On-going throughout the year Student and Parent voice
Booster sessions	Revision classes at key times of the academic year 1 hour supported Maths revision	Parent and student voice have both identified this as a key time for support with revision. Evidence from the Sutton Trust – EEF Teaching and Learning Toolkit suggests that extra revision sessions can enable pupils to make additional progress throughout the year.	Curriculum leaders to plan and implement, progress reviewed by SBE. RMC to review progress with THY and report to SBE	SBE RMC	April 2019 Dec 2018



Identify an appropriate support programme for students with SEMH	Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice.	On average, Social, Emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for	MBA to plan an appropriate SEMH support programme and share with pastoral team for effective implementation. MBA to review effectiveness with pastoral team.	SBE MBA	Nov 2018
Total budgeted cost					£10,000



iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maths Escape Room	To increase student confidence in Maths	The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains.	RMC to monitor progress of participants, post course. Student voice	MBL	Jan 2019
Residential trips	To increase the number of PP students who attend educational trips, aspiring to provide funding for trips that are 'out of reach' for low income families. To provide educational and cultural enrichment to all students as part of their development.	OFSTED: Learning outside the classroom – How far should you go? Learning activities, which are hands-on, outside of the classroom lead to better achievement, standards, motivation, personal development and behaviour.	To monitor the number of PP students who go on residential and day trips. All trip organisers to report the number of PP students on each trip. To track the number of students who apply for trip funding	SBE Trip Leaders	Continually throughout the academic year Student Voice
Pastoral support officers employed to monitor pupils and follow up quickly on truancies. First day response provision.	To ensure that both absence and persistent absence rates for Pupil Premium meet school targets for 2018/19	Evidence collated by the DfE shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school.	BHA to report attendance rates and trends to SBE on a monthly basis Pastoral team to monitor attendance and report PP attendance concerns to SBE SBE to meet BHA on a regular basis to monitor attendance of PP students	SBE BHA MBA	Attendance reports at data capture points Nov 2018



<p>Family Resource Worker (FRW) employed to follow up quickly on truancies/persistent attendance issues.</p> <p>Greater contact between target families and school</p>					
<p>Access to creative pursuits (art, music, technology, drama) sport</p>	<p>To allow access to all PP students to creative pursuits. Ensure that all students are encouraged to participate in creative pursuits.</p>	<p>Evidence from EEF toolkit suggests the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p>	<p>To monitor the number of PP students who access creative pursuits. All organisers to report the number of PP students in each pursuit to SBE. SBE to track and monitor the number of students who apply for creative pursuits funding. Ensuring an increase in access</p>	<p>SBE All Staff</p>	<p>Ongoing throughout the academic year</p>
<p>Work based learning and employability opportunities</p>	<p>To provide students with high quality impartial careers education, information, advice and guidance prior to making post-16 course choices and improving awareness of choices available on completion of post-16 courses.</p>	<p>ASCL – May 2015 - Twenty-first-century life places complex demands on young people for work, so enabling students to become self-confident, skilled and career-ready learners must be an integral part of their education. Opportunities to engage in career-related learning while gaining transferable lifelong skills in applied knowledge, critical thinking and communication are fundamental for</p>	<p>PP and other vulnerable groups of students to be prioritised for 1:1 career interviews and advice. Each student to have a careers action plan. All destination data to be tracked. Provision of options evenings, taster days and careers fairs. All PP students to be personally invited and attendance monitored.</p>	<p>SBE KHO GBA</p>	<p>Jan 2019</p>



		young people to make the successful transition from education			
Personalised curriculum provided for PP students who are identified as in need.	Improve the academic outcomes and life skills of PP students who struggle to access a full curriculum	Disengaged and low achieving students are supported by these programmes.	Groups of students identified for personalised curriculum. Specific teachers identified to individually mentor and provide tuition for bespoke courses with outcomes such as; <ul style="list-style-type: none">• Prince's Trust Certificate in Personal Development and Employability Skills.• Asdan Maths• IFS Certificate in Personal Finance Bespoke timetables in place to support catch up of missed lessons for those students receiving external off-site provision	SBE	Dec 2018
Total budgeted cost					£10,000



6. Review of expenditure

Previous Academic Year

2017/18

i. Quality of teaching for all

Action	Intended outcome	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)
<p>Recruitment of a Numeracy and Literacy primary specialist teacher to teach lowest attaining pupils upon entry.</p> <p>Appoint whole school literacy and numeracy coordinators</p>	<p>Diminish the difference between Literacy and maths skills of PP and Non-PP students through specialist support of lowest PP attainers on entry.</p>	<ul style="list-style-type: none"> Mixed impact; English – 84.6 % of the class achieving level 3 in the Summer 1 data capture. 15.4% of the class achieving level 4 in the Summer 1 data capture Maths - 87% of PP students within the class in the Summer 1 data capture are on or above target. 	<ul style="list-style-type: none"> We are going to continue to support year 7 PP students who are not secondary ready through testing of students upon entry and staffing. We will not be continuing with the approach of employing a primary school specialist and have restructured the staffing employing a new leader of pre-examination English and Literacy coordinator.
<p>Make all classrooms AfL friendly</p>	<p>Improved rates of progress for boys in the 3rd/4th ability quartile, leading to greater aspiration and engagement throughout KS4.</p>	<ul style="list-style-type: none"> Staff have used various strategies to improve the learning environments within their classroom. Student voice has indicated that students feel most curriculum areas have improved and have created a positive learning environment. 	<ul style="list-style-type: none"> We will continue to create a positive learning environment where possible. PP lead to consult with curriculum leads to the best way to continue to support PP learners through a positive learning environment. For example, through the introduction of reading bags in English and Read/Write pens for use within all curriculum areas

Total Cost

£33,000



ii. Targeted support			
Action	Intended outcome	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)
Small group provision targeted at improving literacy levels using Read/Write gold	Diminish the difference between Literacy and maths skills of PP and Non-PP students through specialist support of lowest PP attainers on entry.	<ul style="list-style-type: none">• Upon entry 10 year 7 PP students were identified as having a reading age of under 10• Mean progress amongst the identified learners on the programme is 7.75 months	<ul style="list-style-type: none">• We will continue to offer this intervention however using a different support package called IDL Gold• PP lead, SENCO and English HOD to work closer and meet regularly to ensure this intervention continues to be appropriate in supporting learners.
Improved rates of progress for boys in the 3 rd /4 th ability quartile, leading to greater aspiration and engagement throughout KS4	Weekly small group intervention sessions in Maths and English with subject specialist support, replacing enrichment and/or study time.	<ul style="list-style-type: none">• Maths escape room had very positive male student voice.• 48.6 % of year 11 PP students are on target to achieve level 5 in English and Maths• Maths residual score is projected to improve.• English Language residual score is projected to improve.	<p>We will continue with this approach and provide intervention where appropriate however: -</p> <ul style="list-style-type: none">• There is a sharper need to focus on more specific outcomes for any interventions put in place – pupils making progress – needs to correlate to pupils expected outcome.• Some negative impact on other subjects and pupil motivation as pupils taken out of enrichment time to receive extra intervention.



<p>Standard seating plan software that can be accessed by all staff to ensure consistency. VLE software for students who are hard to reach and to support learning.</p>	<p>Appropriate allocation of resources ensuring staff are aware of student additional requirements</p>	<ul style="list-style-type: none">• All staff now have seating plans for their teaching groups. Information included on the seating plan format has been standardised to include all required student information.• Seating plans part of governor walk and lesson observation protocol.• PP lead delivered INSET Feb 2018 "Know your Students"	<p>We did not pursue the approach of purchasing specialist seating plan software. We did however, increase the value of seating plans to all staff and included them as part of staff observations. As a result :-</p> <ul style="list-style-type: none">• There is now a greater focus on the positioning of students within the classroom to maximise progress of the students.• Staff are more aware of student needs within the classroom and can focus support for learning.
<p>Total Cost</p>			<p>£ 30,000</p>



iii. Other approaches			
Action	Intended outcome	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)
Develop software which helps us with the monitoring of PCE's appointments and attendance. Ensure PP students have priority appointments.	Attendance at Parents Consultation evenings (PCE) by PP families increases measured using attendance data at PCE evenings	<ul style="list-style-type: none">• 100% attendance by PP students at year 11 "Key to Success" evening October 2017• PP leader follow up absences from PCE evening – 3 sets of parents met by PP lead• All PP students are made appointments by subject staff as a result of "in house" PCE software.	<ul style="list-style-type: none">• We will continue with this approach and will continue to use the software in school to arrange and monitor PCE appointments. PP lead will continue to monitor absence rates of PP students at PCE appointments and intervene where appropriate.



<p>-KS 3 and 4 pastoral support officers employed to monitor pupils and follow up quickly on trancies. First day response provision. Family Resource Worker (FRW) employed to follow up quickly on trancies/persistent attendance issues. Greater contact between target families and school</p>	<p>Both absence and persistent absence rates are in line with national rates measured and published by RAISE</p>	<ul style="list-style-type: none">• Reorganisation of the pastoral team has resulted in the publication of a new school absence plan.• FRW has achieved some success with hard to reach students (3 school refusers are now attending on a part time basis)• After Autumn 2 data capture 129 student had absence <10% (43 were PP students) - in Spring 1 data capture 22 PP students had improved (an improvement of 51.2%)• 2017/19 absence PP 9.4% non PP 4.5%. Persistent absence PP 30% non PP 9.1%	<ul style="list-style-type: none">• Absence rates amongst students, particularly PP students continues to be a concern. PP to work with the Assistant Head (Pastoral) to monitor effectiveness of new school absence plan.• PP lead to liaise closely with the pastoral team to ensure all absences are followed and where appropriate, school support is provided.
<p>Identify an appropriate support programme for students with SEMH</p>	<p>Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice</p>	<ul style="list-style-type: none">• Students with SEMH issues continue to be supported through the use of Art Therapy, School councillor and other external agencies.• Staff have received INSET on student self-esteem and coping with pressure and all students in all years received workshops in self-esteem and mental	<ul style="list-style-type: none">• PP lead will continue to work closely with the pastoral team at school to ensure that appropriate support and resources are made available to support all students that require support with their SEMH needs.



Easter revision classes	Increased performance and confidence during GCSE examinations	<ul style="list-style-type: none">• All subjects ran Easter revision sessions, they were well attended by students and student voice gave positive feedback about the timing and content of the sessions.• 70% of PP students attended at least one session.	<ul style="list-style-type: none">• We will continue with this approach. The PP lead to continue to investigate the most appropriate strategies to support key stage 4 during their GCSE's. PP students will continue to be in receipt of all revision materials.
Total Cost			£91.690

7. Additional detail

Our full PP strategy documentation can be found online at: www.queenelizabeths.derbyshire.sch.uk

Any queries, questions or requests for additional support please contact: Mr S Bembridge (Pupil Premium and Personalised Learning Leader) by email bembridge@queenelizabeths.derbyshire.sch.uk or phone 01335 343685 ex 1723.