



## Pupil premium strategy statement / self- evaluation 2019-20

1. Summary information					
<b>School</b>	Queen Elizabeth's Grammar School, Ashbourne, Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£143,055	<b>Date of most recent PP Review</b>	03/18
<b>Total number of pupils (year 7- year 11)</b>	1098	<b>Number of pupils eligible for PP</b>	169 (15.8%)	<b>Date for next internal review of this strategy</b>	02/20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017/18)
<b>Progress 8 score average</b>	<b>-0.68</b>	<b>0.12</b>
<b>Attainment 8 score average</b>	<b>38.90</b>	<b>52</b>
<b>% of students achieving 4+ in English and Maths (2018/19)</b>	<b>42.4</b>	<b>70.6</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Achievement Gap between PP and non-PP students in both Key Stage 3 and 4
<b>B.</b>	Self-confidence and low aspiration amongst some PP students
<b>C.</b>	Increased issues of belonging and resilience are affecting the progress of some (mainly PP) students across Key stage 3 and 4
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	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 eligible students from -0.68 in 2019 to 0 in 2020.
B.	Encourage and promote self-confidence, resilience and aspiration by continuing to develop independent learners, equipped with study skills to succeed.	Close the gap between pupils eligible for pupil premium and those that are not in relation to positive and negative points scores on G4S. Reduce the number of internal isolations and external exclusions received by pupils eligible for pupil premium to be in line with students not eligible for pupil premium.
C.	Increase belonging and encourage positive relationships with PP students, and parents in order to create an environment where learners can flourish.  Extra-curricular participation	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%.
D.	Improve the attendance of eligible students	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 26.5% in 2018/19 to 18% in 2019/20. Overall absence rates amongst pupils eligible for PP improves from 9.1% 17/18 to 7.6% in 2018/19.



## 5. Planned expenditure

**Academic year**      **2019/20**

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 attainment of all PP students by including appraisal targets for pupil progress focusing on attainment of PP students in all teaching groups.	Making teachers more accountable for the progress of key groups/ individuals; sense of priority for PP pupils' attainment. Evidence from the Sutton Trust suggests that highly effective teaching and teacher/student relationships are key to reducing in school differences between cohorts.	Evidence from learning walks, Pupil voice, Analysis of progress data SLT link meetings – records, Bluesky Appraisal system	SBE	Reviewed after every data entry point and as part of mid-year appraisal meetings.
Quality feedback	Continued high emphasis on the quality of feedback given to all learners	PP students need frequent, thorough feedback in order to know how to improve. Improving feedback between students and teacher could add eight months to student progress (NFER Teacher Omnibus Survey)	In school QA process through Blueky appraisal, lesson observations, work sampling and student voice	SBE	Reviewed after every data entry point and as part of mid-year appraisal meetings



**Total budgeted cost** £36,000

**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?
Family Support Workers	PP students with complex social, emotional, home and personal issues receive appropriate support and advice.	On average, 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 disadvantaged or low-attaining pupils.	Fortnightly meeting between MAK,KBR,SBE, BDR and BHA to review progress of identified individuals – updates added to MYCONERN  BDR to report to pastoral team on current case load.  SBE to meet BDR to review caseload and impact of intervention	MAK  SBE  KBO  BHA  BDR	Nov 2019  Feb 2020  May 2020
Create a leadership role with a specific TLR allocated to champion PP students. Overseeing the implementation of effective teaching and learning. Monitoring of attendance, behaviour, outcomes and targeted support.	Raise outcomes for PP students through the coordination of directed intervention strategies	It is crucial school leaders ensure everyone understands their role in making school a great place to learn for all: from the school reception to midday supervisors to governor meetings. The same applies whether the school has 2 per cent or 72 per cent of pupils from disadvantaged backgrounds.	Evidence from learning walks, Pupil voice, Analysis of progress data, Line management meetings – records, Bluesky Appraisal system	SBE  SGA	Ongoing throughout the year and at recognised data capture points



<p>Pastoral support officers employed to monitor pupil's behaviour and attendance.</p>	<p>To ensure that both absence and persistent absence rates for Pupil Premium meet school targets for 2019/20.  To monitor patterns of behaviour and analyse trends amongst PP students</p>	<p>Evidence collated by the DfE shows that children with poor attendance and fixed term exclusions are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school.</p>	<p>Pastoral team to monitor attendance and behaviour and report PP concerns to SBE</p>	<p>SBE BHA KBR MAK</p>	<p>Ongoing throughout the year at recognised data capture points</p>
<p>Provision of exam related materials for all PP, IT and paper-based resources</p>	<p>Improved attainment for Yr11 PP students</p>	<p>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</p>	<p>SBE to work with individual PP cases to assess and overcome barriers to learning</p>	<p>SBE</p>	<p>Dec 2019</p>
<p>Exam Breakfasts</p>	<p>To improve performance and reduce stress during exam sessions</p>	<p>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).</p>	<p>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.</p>	<p>SBE</p>	<p>July 2020</p>
<p>Parent/carer support sessions</p>	<p>To give parents/carers the confidence, where applicable to help their children in homework and study-sessions</p>	<p>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.</p>	<p>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).</p>	<p>SBE All Curriculum Leaders</p>	<p>Dec 2019 March 2020</p>



Student mentoring	To combat the barrier to learning that disadvantaged students face of lacking academic organisation; providing guidance for students to prepare for exams	Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	Outcomes of mentored students to be monitored at recognised data capture points, and also outcomes of public examinations	SBE	Nov 2019
<b>Total budgeted cost</b>					<b>£87,055</b>



<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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  Dec 2019  June 2020
Access to creative pursuits (art, music, technology, drama) sport	To allow access to all PP students to creative pursuits. Ensure that all students are encouraged to participate in creative pursuits.	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.	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	SBE  All Staff	Ongoing throughout the academic year
Work based learning and employability opportunities	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	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-	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	SBE  KHO  GBA	Jan 2019



	available on completion of post-16 courses.	related learning while gaining transferable lifelong skills in applied knowledge, critical thinking and communication are fundamental for young people to make the successful transition from education	PP students to be personally invited and attendance monitored.		
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"> <li>• Prince's Trust Certificate in Personal Development and Employability Skills.</li> <li>• Asdan Maths</li> <li>• IFS Certificate in Personal Finance</li> </ul> <p>Bespoke timetables in place to support catch up of missed lessons for those students receiving external off-site provision</p>	SBE	Oct 2019 Dec 2019 Feb 2020 April 2020 June 2020
Use specialist companies to improve self-esteem, body image and confidence	To improve the self-confidence, esteem, image and resilience amongst PP students	On average, 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.	Cherished and HOPE organisations to work with whole year groups and targeted groups. Selected staff to receive ACE training to continue mentor programme.	SBE KBO	April 2019
<b>Total budgeted cost</b>					<b>£20,000</b>





## 6. Review of expenditure

Previous Academic Year

2018/19

### 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)
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.	<p><b>What went well (WWW)</b></p> <ul style="list-style-type: none"> <li>Progress of year 11 PP girls continues to improve (P8 = 0)</li> <li>Positive P8 scores in girls English (0.12) and EBACC (0.08) buckets</li> <li>With one outlier removed progress in Open bucket for girls is 0.52</li> </ul> <p><b>Even better if (EBI)</b></p> <ul style="list-style-type: none"> <li>Progress of year 11 boys decreased widening the gap from 2018 to -0.73</li> <li>Biggest decrease in progress for boys came in the Open bucket.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to make this strategy our principle strategy in diminishing the differences between PP and non-PP students.</li> <li>PP lead will conduct a review with curriculum leaders after every data capture to review departmental strategies for supporting PP students. Ensuring good practice is shared between departments through delivery at TLTL lunches and through displaying of good practice within the PP notice board within the staff room.</li> <li>PP lead to monitor closer student option choices and ensure that PP students are completing their course to the highest level possible by checking unit scores and completing work scrutiny's with vocational leader.</li> <li>PP lead to ensure that profile of PP students remains high across departments.</li> </ul>
Improve and maintain the quality of feedback to all learners	Continued high emphasis on the quality of feedback given to all learners	<ul style="list-style-type: none"> <li>Staff have used various strategies to improve and maintain the quality of feedback to learners within their classroom. Student voice has indicated that students feel most curriculum areas have improved and have created a more positive learning environment. Departments highlighted as requiring support have been identified by senior leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>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 variety of feedback strategies. Feedback given greater profile within the school and included on September INSET day.</li> <li>SBE to work with LBY and KBO in support of departments requiring support in relation to providing specific strategies for giving feedback to PP students within these curriculum areas.</li> </ul>



Total Cost

£36,000



<b>ii. Targeted support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>
Family Support Worker (FSW) employed to follow up on truancies/persistent attendance issues linked to SEMH	Identify an appropriate support programme for students with SEMH	PP students who experience SEMH difficulties are correctly signposted to external agencies. FSW has continued to work closely with PP lead and Deputy Head (pastoral) to develop in school strategies and support plans to support learners experiencing difficulties (see appendix 2)	<ul style="list-style-type: none"> <li>We will continue to offer this intervention and will look to increase our capacity to two FSW's.</li> <li>PP lead, Deputy head (pastoral) continue to work closer and meet regularly to ensure this intervention continues to be appropriate in supporting learners.</li> </ul>
Create a leadership role with a specific TLR allocated to champion PP students. Overseeing the implementation of effective teaching and learning. Monitoring of attendance, behaviour, outcomes and targeted support.	Raise outcomes for PP students through the coordination of directed intervention strategies	<p>Profile of PP students has increased at a whole school level.</p> <p>PP outcomes are discussed regularly during SLT meetings.</p> <p>Progress of PP girls has increased to 0.</p> <p>Average attainment of PP students remains constant.</p> <p>Absence of PP students has decreased from 9.1 % in 2017/18 to 7.6% in 2018/19.</p> <p>Persistent Absence (PA) of PP students has decreased from 30.3% in 2017/18 to 26.5% in 2018/19.</p>	<p>We will continue with this approach and provide intervention where appropriate however: -</p> <ul style="list-style-type: none"> <li>There is a greater need to focus on more specific outcomes for any interventions put in place – pupils making progress – needs to correlate to pupils expected outcome.</li> <li>Checking that students are completing vocational courses, and to the appropriate level (level 2 unless prior arrangement), regular checking at data capture points to ensure levels remain the same.</li> <li>Greater focus on ensuring that all PP learners, where appropriate are entered for suitable qualifications and are given appropriate support during examinations</li> </ul>
Pastoral support officers employed to monitor pupil's behaviour and attendance.	<p>To ensure that both absence and persistent absence rates for Pupil Premium meet school targets for 2018/19.</p> <p>To monitor patterns of behaviour and analyse trends amongst PP students</p>	<p>Absence of PP students has decreased from 9.1 % in 2017/18 to 7.6% in 2018/19.</p> <p>Persistent Absence (PA) of PP students has decreased from 30.3% in 2017/18 to 26.5% in 2018/19.</p>	<p>Having two members of staff dedicated to two specific areas (attendance and behaviour) has been more successful than attaching them to Key stages.</p> <p>Attendance and behaviour trends have been more closely monitored and allowed for more targeted intervention where needed.</p> <p>The use of regular attendance panel and where appropriate fixed penalty fines has led to raising the profile of improving attendance.</p> <p>Use of reward trips to promote good attendance and behaviour.</p>



IDL reading programme	Small group provision targeted at improving literacy levels using IDL reading programme	13 lowest scoring readers of which 10 are PP have accessed this provision and on average have increased their reading age by 2.5 months.	We will continue with this approach but in the 2019/20 academic year it will be funded from Catch Up funding.
Provision of exam related materials for all PP, IT and paper-based resources	Improved attainment for Yr11 PP students	<p>All PP students received revision guides for all subjects studied by the school.65% of PP students returned guides having found them useful.</p> <p>All PP students supplied with additional materials for examinations, including scientific calculators where required.</p>	<p>We will continue with this approach and in addition we have subscribed to Doodle learn for GCSE English, Maths and Science to support all learners through an online learning platform.</p> <p>10 new laptops are available for PP students to use should the require and 15 new PC's are available with the library for PP students to access at both lunchtime and after school.</p>
Exam Breakfasts	To improve performance and reduce stress during exam sessions	All PP students had access to food before all GCSE mock and external examinations.	We will continue with this strategy as removing this barrier has had a positive impact on pupils feeling supported and included. All PP students attended all exams in Core and EBACC bucket exams. PP lead to ensure attendance of PP students for all external exams through liaison with exam officer.
Parent/carer support sessions	To give parents/carers the confidence, where applicable to help their children in homework and study-sessions	<p>An additional PCE evening was carried out at Ashbourne Library with 4 parents attending the session, parents felt they could talk openly and that they were being listened to.</p> <p>Year 11 English and Maths support evening @ QEGS attended by 60% of PP students (and parents). Very positive parent and student voice comments.</p>	We will continue to offer the support evenings as an additional to countdown to success. PP lead to consider future locations and purpose of off-site sessions to try and raise attendance rates at these sessions.
Booster sessions	<p>Revision classes at key times of the academic year</p> <p>1 hour supported Maths revision</p>	All students, including PP given opportunity to attend after school, staffed revision sessions. Approximately 50% of year 11 PP students attended these sessions more than 5 times throughout the year.	We will continue to offer, and staff revision sessions after school. In addition, PP lead will offer specific sessions on effective revision strategies for students. We will not be continuing to fund extra Maths staffing at sessions this year.



Student mentoring	To combat the barrier to learning that disadvantaged students face of lacking academic organisation; providing guidance for students to prepare for exams	All PP students mentored by staff within the school. PP students given the opportunity to discuss worries and improve self-esteem during mentoring sessions.	PP lead and Deputy Head (pastoral) to review this strategy. It had mixed success due to the time constraints of both students and staff.  Keen to continue with a targeted mentoring programme.
<b>Total Cost</b>			<b>£ 70,000</b>



<b>iii. Other approaches</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
Maths Escape Room	To increase student confidence in Maths	Mixed – very positive student voice, little impact on Maths flight path data	The students like this activity, however the impact of it has been difficult to find and as a result we will not be continuing with this approach.
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.		We will continue to fund residential trips for PP students however in the 2019/20 academic year funding will be capped to 50% of the total cost of the trip. Paperwork that allows staff to apply for PP funding to be reviewed and redesigned to allow for greater monitoring of PP funding and the students it is impacting.
Access to creative pursuits (art, music, technology, drama) sport	To allow access to all PP students to creative pursuits. Ensure that all students are encouraged to participate in creative pursuits.		We will continue to fund PP students to have access to creative pursuits. Paperwork that allows staff to apply for PP funding to be reviewed and redesigned to allow for greater monitoring of PP funding and the students it is impacting. (see appendix 3 for students involved)



<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>PP and other vulnerable groups of students were for 1:1 career interviews and advice. Each student has 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>0% NEETS for PP students</p>	<p>Students have found this to be a real benefit and increased their self-esteem. They could talk confidently about their future career plans and aspirations. This approach will be continued in the 2019/20 academic year.</p>
<p>Personalised curriculum provided for PP students who are identified as in need.</p>	<p>Improve the academic outcomes and life skills of PP students who struggle to access a full curriculum.</p>	<p>Students requiring a personalised curriculum have been able to access it. Student and parent voice were very positive about the provision and has resulted in the minimising risk of PEX. 7 PP students from year 8-11 accessed personalised curriculum, 6 received no isolations or external exclusions after completing their course.</p>	<p>We will continue with this approach. However, PP lead to ensure that alternative provision courses are appropriate to the learner and cost effective to the school.</p>
<p>Use specialist companies to improve self-esteem, body image and confidence</p>	<p>To improve the self-confidence, esteem, image and resilience amongst PP students</p>	<p>Yr 9 girls have attended a self esteem course delivered by Cherished. Very positive student and staff voice.</p>	<p>We will continue with this approach, however PP lead to ensure that intervention is targeted and is applicable for both genders. Cherished to continue to work with the school on creating student and staff mentors.</p>
<p>Total Cost</p>			<p>£91.690</p>



## 7. Additional detail

**The data included in this document is the unvalidated data taken from go4schools. This document and the data contained within it will be reviewed when validated data is released in the DfE performance tables.**

Our full PP strategy documentation can be found online at: [www.queenelizabeths.derbyshire.sch.uk](http://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](mailto:bembridge@queenelizabeths.derbyshire.sch.uk) or phone 01335 343685 ex 1723.





QUEEN ELIZABETH'S GRAMMAR SCHOOL

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