



Pupil premium strategy statement / self- evaluation 2020-21

1. Summary information					
School	Queen Elizabeth's Grammar School, Ashbourne, Academy				
Academic Year	2020/21	Total PP budget	£143,055	Date of most recent PP Review	02/19
Total number of pupils (year 7- year 11)	1108	Number of pupils eligible for PP	178 (16.06%)	Date for next internal review of this strategy	02/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2019/20)
Progress 8 score average	N/A	0.12 (2018/19)
Attainment 8 score average	N/A	52 (2018/19)
% of students achieving 4+ in English and Maths	N/A	70.6 (2018/19)

3. Barriers to future attainment (for pupils eligible for PP) (It is recognised that all barriers will be accentuated due to the prolonged closure of school during 2019/20 caused by the COVID-19 global pandemic)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Achievement Gap between PP and non-PP students in both Key Stage 3 and 4
B.	Re engagement of some our PP pupils following the extended closure of school due to COVID 19 pandemic in 2019-20
C.	Self-confidence, low aspiration and resilience are affecting the progress of some (mainly PP) students across Key stage 3 and 4

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Absence and persistent absence rates are higher than national for our PP students
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4.		Success criteria
A.	Improve the Achievement of eligible students	Prevent the Progress 8 gap from widening more than 0.5
B.	Encourage re engagement in education by continuing to develop confident, independent learners, equipped with study skills to succeed.	All PP students to return to school, when safe and allowed to do so. Reduction in number of lessons missed both from behaviour and other issues (e.g. anxiety ...). Improved attitudes to school evidenced through pupil voice and attendance.
C.	Increase self-confidence, aspiration and resilience with PP students, and parents in order to create an environment where learners can flourish.	Maintain participation at Parent consultations at 90% or above 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, if social distancing measures allow. Increase the educational opportunities accessed by PP students to over 80%.
D.	Improve the attendance of eligible students	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 25.84*% in 2019/20 to 22.5% in 2020/21. Overall absence rates amongst pupils eligible for PP improve from 9.09*% 2019/20 to 7.4% in 2020/21. *2020 actual figures are up to and including 13/3/20 when the school partially closed due to COVID-19 outbreak.

**5. Planned expenditure****Academic year****2020/21**

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	All SLT	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	Many different evidence sources (including John Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment (+ 8 months), and it is suitable as an approach that we can embed across the school. Particular focus on responding to marking from Examinations to build resilience in this group.	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
Recruit and retain subject specialists	Ensure we remain fully staffed with subject specialists in all subject areas	Research has shown that highly effective teachers have a deep understanding of the subjects they teach. They value both the subject and students engaging with the subject at a deep level	CPD for non-specialists. Monitor subject CPD staff are attending.	SGA KBO	Feb 2021

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?
Close the gap of underachieving students as a result of COVID 19 global pandemic using group tuition and interventions	These students have priority access to small group tuition with English and Maths tutors.	EEF website highlights that using strategies which support reading and comprehension lead to +5 months impact. Ono-to-one tuition leads to +5 months impact/Small group tuition +4 months	Monitor the progress of the students selected to take part in small group tuition in English and Maths.	SBE BMc NST	Sept 2020 Oct 2020 Dec 2020



<p>Provide Ed Psych sessions, Open Door counselling services for PP students affected by COVID 19 pandemic</p>	<p>To ensure that all PP students feel supported when they return to school.</p>	<p>In April 2020 the charity Young Minds carried out a survey of 2,111 young people with a history of mental health needs. 32% agreed that it had made their mental health much worse 51% agreed that it had made their mental health a bit worse.</p>	<p>Liaise with KBO on the referrals of PP students. Check impact of the sessions on their progress, attendance and behaviour</p>	<p>SBE KBO MAK</p>	<p>Oct 2020</p>
<p>Family Support Workers</p>	<p>PP students with complex social, emotional, home and personal issues receive appropriate support and advice.</p>	<p>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.</p>	<p>Fortnightly meeting between MAK,KBR,SBE, BDR and SMU to review progress of identified individuals – updates added to MYCONERN</p> <p>BDR/SMU to report to pastoral team on current case load.</p> <p>SBE to meet BDR/SMU to review caseload and impact of intervention</p>	<p>MAK SBE KBO</p>	<p>Nov 2020 Feb 2021 May 2021</p>
<p>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.</p>	<p>Raise outcomes for PP students through the coordination of directed intervention strategies</p>	<p>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.</p>	<p>Evidence from learning walks, Pupil voice, Analysis of progress data, Line management meetings – records, Bluesky Appraisal system</p>	<p>SBE MAK SGA</p>	<p>Ongoing throughout the year and at recognised data capture points</p>



<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.</p> <p>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 KBR MAK</p>	<p>Ongoing throughout the year at recognised data capture points</p>
<p>Class charts software to improve student behaviour and design seating plans</p>	<p>SMART seating plans highlighting positive and negative relationships between students</p>	<p>Through using seating plans you can easily arrange pupils to encourage group work and alongside this, peer to peer learning. Research proves that there are many benefits to peer teaching, including reinforcing pupil's own learning by instructing others, encouraging a more individualised form of learning and promoting student interaction. @teachertoolkit</p>	<p>Monitoring the use of Class charts in lessons, will be observed during learning walks and lesson observations. Using G4S to highlight students not on track will allow us to see if positioning in the classroom has had an impact on PP learning and engagement.</p>	<p>MAK SBE</p>	<p>November 2020</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 2020</p>



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 2021
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	Dec 2020 March 2021
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 2020
Total budgeted cost					£75,000



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?
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 2020 June 2021
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 2021



	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. Bespoke timetables in place to support catch up of missed lessons for those students receiving external off-site provision	SBE	Oct 2020 Dec 2020 Feb 2021 April 2021 June 2021
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 Challenge Academy organisations to work with whole year groups and targeted groups. Selected staff to receive ACE training to continue mentor programme.	SBE KBO	April 2021
Total budgeted cost					£32,055



6. Review of expenditure

Previous Academic Year	2019/20
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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 attainment of all PP students by including appraisal targets for pupil progress focusing on attainment of PP students in all teaching groups.	<p>What went well (WWW)</p> <ul style="list-style-type: none"> The progress gap between PP and non PP students has narrowed in both Maths and the EBACC buckets Boys progress in Maths is positive <p>Even better if (EBI)</p> <ul style="list-style-type: none"> Smallest areas of progress are still in the EBACC and OPEN buckets, this will need to be reviewed when all vocational data has been submitted. Girls progress in Maths <p><i>*Figures are affected by two outliers and improve when removed*</i></p>	<ul style="list-style-type: none"> We will continue to make this strategy our principle strategy in diminishing the differences between PP and non-PP students. PP lead will conduct a review with SLT line managers 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. 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. PP lead to ensure that profile of PP students remains high across departments.
Quality feedback	Continued high emphasis on the quality of feedback given to all learners	<ul style="list-style-type: none"> 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. 	<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 variety of feedback strategies. SBE to work with KBO to help departments requiring support in specific strategies for giving feedback to PP students within their curriculum areas.

Total Cost

£36,000



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)
Family Support Workers	PP students with complex social, emotional, home and personal issues receive appropriate support and advice.	PP students who experience SEMH difficulties are correctly signposted to external agencies. FSW's have continued to work closely with PP lead and Deputy Head (pastoral) to develop in school strategies and support plans to support learners experiencing difficulties.	<ul style="list-style-type: none"> We will continue to offer this intervention and have increased our capacity to two FSW's. PP lead, Deputy head (pastoral) continue to work closer and meet regularly to ensure this intervention continues to be appropriate in supporting learners.
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>The progress gap between PP and non-PP students has narrowed in both Maths and EBACC buckets</p> <p>There is a three-year trend of improving Persistent Absence (PA) of PP students from 30.3% in 2017/18 to 26.5% in 2018/19 to 25.84% in 2019/20.</p>	<p>We will continue with this approach and provide intervention where appropriate however continue to: -</p> <ul style="list-style-type: none"> focus on more specific outcomes for any interventions put in place – pupils making progress – needs to correlate to pupils expected outcome. Check 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. ensuring that all PP learners, where appropriate are entered for suitable qualifications and are given appropriate support during examinations



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 2019/20.</p> <p>To monitor patterns of behaviour and analyse trends amongst PP students</p>	<p>There is a three-year trend of improving Persistent Absence (PA) of PP students from 30.3% in 2017/18 to 26.5% in 2018/19 to 25.84% in 2019/20.</p>	<p>Having two members of staff dedicated to two specific areas (attendance and behaviour) is more successful than attaching them to Key stages. Long term staff illness has affected the impact on this area, this has led to a decrease in the local knowledge and monitoring of attendance strategies.</p> <p>Member of staff has now returned to work. PP lead to ensure attendance intervention plans are developed and implemented.</p>
IDL reading programme	Small group provision targeted at improving literacy levels using IDL reading programme		<p>We will continue with this approach but in the 2019/20 academic year it will be funded from Catch Up funding.</p> <p>To be removed from Pupil Premium plan to Catch up plan for 2020/21.</p>
Provision of exam related materials for all PP, IT and paper-based resources	Improved attainment for Yr11 PP students	<p>All yr 11 PP students received revision guides for all subjects studied by the school.</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>
Exam Breakfasts	To improve performance and reduce stress during exam sessions	All PP students had access to food before all GCSE mock examinations in Nov 2019 and March 2020.	<p>We will continue with this strategy as removing this barrier has had a positive impact on pupils feeling supported and included. PP lead to ensure attendance of PP students for all exams through liaison with exam officer.</p>



Parent/carer support sessions	To give parents/carers the confidence, where applicable to help their children in homework and study-sessions	PP lead and working group arranged off site meetings for PP students and families, scheduled for summer term 2020. Cancelled due to school closure for COVID19 pandemic.	We will continue to offer the support events as an additional to countdown to success. PP lead and working group to consider future locations and purpose of off-site sessions.
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 Key stage 4 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. Again it had mixed success due to the time constraints of both students and staff. Keen to continue with a targeted mentoring programme linked to pastoral programme
Total Cost			£ 70,000



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)
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.	All yr 7 PP students supported financially to participate in the Harry Potter/Oxford University trips (Dec 2019, January 2020). PP students involved in the Disneyland Paris performances were supported financially. Many residential trips planned and then cancelled due to COVID19	We will continue to fund residential trips for PP students, however in the 2020/21 academic year funding will be capped to 50% of the total cost of the trip. Paperwork that allows staff to apply for PP funding has been 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.	Over 50% of the PP cohort took part in at least one extracurricular activity, this creates greater ownership and feeling of belonging within the school, improving student aspiration. Any activity scheduled to take place after March 2020 did not happen due to COVID19 pandemic	We will continue to fund PP students to have access to creative pursuits. Established paperwork allows staff to apply for PP funding allowing for greater monitoring of PP funding and the students it is impacting.



<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 prioritised 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>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 2020/21 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. 6 PP students from years 7-9 accessed personalised curriculum, 3 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. Lower numbers than previous year due to school closure in March 2020 due to COVID 19 pandemic</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 11 girls have attended a self-esteem course delivered by Cherished. Very positive student and staff voice. Yr 8 and 9 boys attended a resilience and mental health awareness course by Challenge academy. Positive student and staff voice.</p>	<p>We will continue with this approach, however PP lead to ensure that intervention is targeted. Cherished to continue to work with the school on creating student and staff mentors. Challenge academy to continue to work with the school on developing resources around resilience and mental health first aid.</p>
<p>Total Cost</p>			<p>£37,055</p>



7. Additional detail

The data included in this document is unvalidated data taken from go4schools. The results included within it are CAG's (Centre Assessed Grades) that have been formulated as a result of the COVID-19 global pandemic.

Any attendance and behaviour included within this document is up to and including the 13/3/2020, when the school partially closed following government advice.

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.



QUEEN ELIZABETH'S GRAMMAR SCHOOL
