

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Queen Elizabeth's Grammar School Ashbourne
Number of pupils in school	1378
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/23
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	
Pupil premium lead	Matthew Bawden
Governor / Trustee lead	Phil Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	££143,055 [2020/21] £158,000 [2021/22]
Recovery premium funding allocation this academic year	£25,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£158,000

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Queen Elizabeth's Grammar School is to provide all students with the opportunity to fully achieve their potential, to flourish both at school and in the wider community. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich co-curricular provision on offer at our school and beyond. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Queen Elizabeth's Grammar School
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich co-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring teaching and learning opportunities meet the needs of all the pupils and where pupils have specific needs these are addressed through high quality, evidence-based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast clubs, equipment and a home learning clubs as needed
- close monitoring of attendance at co-curricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring vulnerable learners have access to high quality pastoral and mental health support
- ensuring vulnerable learners have access to frequent and high quality careers and associated opportunities

- when making provision for socially disadvantaged pupils, we recognise not all students who receive free school meals will be socially disadvantaged and not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged. This in turn benefits those formally identified as it improves the wider behavioural, pastoral and academic domains of school life in turn enabling all to flourish
- Pupil Premium funding will be allocated following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions available at our school include but are not limited to:

- frequent monitoring and intervention of progress and needs from the senior Leadership Team, academic and pastoral staff
- literacy and numeracy support which includes in class support and small group withdrawal with specialist tutoring
- academic mentoring for students to aid in narrowing learning gaps
- providing support with transport to school to promote attendance
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents and carers regarding uniform, equipment, co-curricular activities, trips and revision resources
- providing laptops and ICT equipment to support with access to home learning, hybrid learning and remote learning
- providing priority access to counselling and careers support advisors
- allocating high quality teaching assistants to support and wellbeing

## Challenges

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

Challenge number	Detail of challenge
1	[AIP] Attendance rates to increase: attendance for pupil premium students is improving but is still lower than attendance for non-pupil premium students.
2	[AIP] Provision of, and engagement with, personalised curriculum including RSE as appropriate through quality first teaching and high-quality feedback: All

	QEGS students enjoy a curriculum focused on their individual success. Pupil Premium students require clear mentoring and guidance to make the most of these opportunities.
3	[AIP] Reading: Our pupil premium group often struggle with literacy when compared to non-pupil premium students.
4	[AIP] Student development of cultural capital and involvement in co-curricular activity: There is increased provision and changes to the school day in 2021/22. Take up for clubs and activities had been good in 2020/21 but can be improved in 2021/22. There is particular focus on co-curricular opportunities in relation to school trips, creative pursuits, sport and physical activity.
5	Engagement with high-quality careers and work-based learning education and guidance: Each pupil premium student requires effective mentoring in order to make the right choices and engage appropriately with the curriculum.
6	Take-up of FSM provision: 11.8% of students are FSM. However not all use the canteen at either break or lunchtime.

## 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
1. Attendance of Pupil Premium students to be no lower than non-Pupil Premium students. For attendance to be 'good' compared to national attendance.	<ul style="list-style-type: none"> <li>PP students attend school on at least a par with non-PP students. In 2020/21 PP attendance was 90.35% compared to 96.03% non-PP. There was a broadly similar gap in 2019/20.</li> <li>Persistent absence will reduce for PP students, a continuation of the current 3-year trend.</li> </ul>
2. Pupil Premium students will feel happy and safe in school and the community and engage fully with their learning.	<ul style="list-style-type: none"> <li>Student voice demonstrates Pupil Premium students feel happy and safe in school and the community.</li> <li>Behaviour records show Pupil Premium students have improving engagement, more positive behaviour events, and less negative.</li> <li>Pupil Premium students and their families engage with PCEs and tutor evenings.</li> <li>Pupil Premium student outcomes improve compared to previous Pupil Premium cohorts, and in line with non- Pupil Premium students.</li> </ul>
3. Pupil Premium students will make significant progress in reading, enabling strong vocabulary acquisition.	<ul style="list-style-type: none"> <li>Pupil Premium students will be able to access the curriculum at a level appropriate to their curriculum pathway.</li> </ul>

<p>4. Pupil Premium students will engage with and enjoy the wide range of co-curricular activities on offer at QEGS.</p>	<ul style="list-style-type: none"> <li>• Prioritised places are available on trips for PP learners to ensure fair access.</li> <li>• Monitoring of co-curricular activity attendance to show that a proportionate amount of attendees are PP.</li> <li>• Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</li> </ul>
<p>5. Pupil Premium students will be fully integrated into our high-quality careers and work-based learning education and guidance.</p>	<ul style="list-style-type: none"> <li>• Regular monthly mentorship by tutors</li> <li>• Student voice reports satisfaction with careers and work-related learning provision in PSHE [Tutor Time and curriculum lessons]</li> </ul>
<p>6. The majority of FSM students use their allocation in the canteen and are therefore eating healthily on a daily basis.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium Free School Meals students will benefit from good nutrition, thereby enabling them to have greater focus in their lessons and less behaviour issues as the school day progresses.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching, or quality first teaching, to ensure all students receive teaching and learning to suit their needs.</p>	<p>There is a wealth of evidence suggesting high quality teaching and learning not only benefits all students but also enables the disadvantaged to close the gap on their peers.</p> <p>The Joseph Rowntree Foundation notes:</p> <ul style="list-style-type: none"> <li>• Nearly half of all low achievers are white British males.</li> <li>• White British students on average – boys and girls – are more likely than other ethnic groups to persist in low achievement.</li> </ul> <p>Boys outnumber girls as low achievers by three to two.</p> <p>Eligibility for Free School Meals is strongly associated with low achievement, but significantly more so for white British pupils than other ethnic groups. Other indicators related to low achievement, as measured in the immediate area round the student's home</p> <ul style="list-style-type: none"> <li>• Levels of unemployment;</li> <li>• single parent households; and</li> <li>• parents with low educational qualifications.</li> </ul> <p>In their report 'Tackling Low Educational Achievement':  <a href="https://www.jrf.org.uk/report/tackling-low-educational-achievement">https://www.jrf.org.uk/report/tackling-low-educational-achievement</a></p>	<p>1, 2, 3, 4, 5</p>
<p>The senior teachers in charge of PP and SEND work closely to identify any staff who would benefit from further CPD to support</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs</p>	<p>1, 2, 3, 4, 5</p>

the learning of vulnerable students	becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	
Behaviour and rewards focus	Teaching has been shown to have one of the largest effects on pupil progress. Staffing costs also allow for dedicated staff posts regarding the use of the pupil premium	1, 3, 4, 5

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

Budgeted cost: £80.000 plus £25.375 recovery funding for NTP provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1 to 1 tutoring support including with home learning</p> <p>School led 1 to 1 and small group mentoring utilising PP recovery premium</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p> <p>Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF Teacher Toolkit Mentoring.</p>	1, 2, 3, 4, 5, 6
Pupil Premium student mentorship by pastoral support staff and FSW.	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."	1, 2, 3, 4, 5, 6

<p>Pupil Premium student pastoral tutoring by their tutors, including regular telephone calls home.</p>	<p>Linked to the need for individual student knowledge by the school it is clear having an individual with good personal knowledge of each disadvantaged student is key to raising attainment, attendance, and improving behaviour. This is noted by Marc Rowland in Addressing Educational Disadvantage' and in the EEF's new Pupil Premium gateway.</p>	<p>1, 2, 4, 6</p>
<p>Pupil Premium student careers counselling by impartial external services.</p>	<p>The Joseph Rowntree Foundation found:</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them.</li> <li>• Disadvantaged parents and their social networks can lack the experience and knowledge to help their children. Engaging parents to help them understand what their children's aspirations involve and what will help achieve them is an effective way of raising attainment.</li> <li>• Engagement is most effective when it is collaborative, builds strong relationships and focuses on learning and when schools meet parents on their own terms by tapping into their needs and interests, creating environments that feel comfortable</li> </ul> <p>In their report 'Educational Aspirations':  <a href="https://www.jrf.org.uk/report/educational-aspirations-how-english-schools-can-work-parents-keep-them-track">https://www.jrf.org.uk/report/educational-aspirations-how-english-schools-can-work-parents-keep-them-track</a></p>	<p>1, 2, 4, 5</p>
<p>Reading support in class and through co-curricular clubs and competitions.</p>	<p>The Joseph Rowntree Foundation found children themselves often saw improved literacy as the key to their success. Link to report:  <a href="https://www.jrf.org.uk/report/children-researching-links-between-poverty-and-literacy">https://www.jrf.org.uk/report/children-researching-links-between-poverty-and-literacy</a></p>	<p>1, 2, 3</p>
<p>Parent/Carer support sessions run to equip parents and carers with the skills needed to support their child's academic and pastoral progress.</p>	<p>The EEF explains the importance of effective parental involvement in their guidance report 'Working with Parents to Support Child's Learning'</p>	<p>1, 3, 5</p>
<p>Provision of materials to support learning and</p>	<p>The removal of educational barriers encourages attendance and removes</p>	<p>1, 2, 3, 4, 5, 6</p>

wellbeing in school and in the community. To include revision materials, IT, paper-based resourcing, academic texts, and reading books.	some of the key triggers for behavioural concerns, as noted by Daniel Sobel 'Narrowing the Attainment Gap' and Marc Rowland 'Addressing Educational Disadvantage'	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring by senior teacher and pastoral support	"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour." Behaviour interventions strategy from the EEF teacher toolkit.	1, 4
Prioritised careers mentoring and possible additional support	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	1, 2, 4, 5
Development of Individual Student Needs Records [ISNRs] to improve staff awareness of barriers and activators for learning, engagement and attendance.	Knowledge of individual student needs and barriers is seen as key to success in raising attendance, behaviour and academic achievement by a wide variety of sources including EEF, Daniel Sobel and Marc Rowland.	1, 2, 3, 4, 5, 6
Healthy Eating [Run regular breakfast clubs with high levels of attendance by students known to struggle with obtaining food before school, and those in need of 'first-thing' mentoring. Promotion of canteen provision in telephone calls to parents and carers, and in communication with Pupil Premium students.]	The Joseph Rowntree Foundation shows a link between healthy eating and achievement in schools. Link: In their report 'Tackling Low Educational Achievement': <a href="https://www.jrf.org.uk/report/tackling-low-educational-achievement">https://www.jrf.org.uk/report/tackling-low-educational-achievement</a>	1, 6

Promotion of Co-curricular activity in telephone calls to parents and carers, and in communication with Pupil Premium students.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	1, 2, 4, 5
Promotion of instrumental lessons via a carousel event with peripatetic music teachers. Followed by phone-calls to parents and carers to address any barriers to learning	Both Marc Rowland ‘Addressing Educational Disadvantage; and Daniel Sobel ‘Narrowing the Attainment Gap’ note the importance of raising access to cultural capital in developing aspiration, and therefore achievement.	1, 2, 4

## Total budgeted cost: £ 183.375

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 2020 to 2021 academic year.

Aim	Outcome
Improve the achievement of eligible students	<p>Pending.</p> <p>Currently [based on current predicted grade against flight path]:</p> <p>31.3% below target in English Language compared to 25.4% non-PP</p> <p>37.6% below target in English Literature compared to 29.6% non-PP</p> <p>62.5% below target in Mathematics compared to 50.7% non-PP</p> <p>Other:</p> <p>Student revision and TAG preparation materials have been provided since March 2021.</p> <p>Learning resources provided through Lockdown, and include all relevant IT needs and paper-based materials</p>

	<p>Lessons Learned:</p> <p>This is an unusual academic year and has resulted in a lack of external comparison data. We will continue to review our provision, explore current research, and develop current practices as shown in the first part of this document.</p>
<p>Encourage re engagement in education by continuing to develop confident, independent learners, equipped with study skills to succeed.</p>	<p>Quality First Teaching and feedback enables PP students to fully engage in the classroom</p> <p>Personalised curriculum helps students engage with learning relevant to their own individual intended outcomes</p> <p>Profile of PP students is increasing due to changes in pastoral systems and the introduction of mentoring</p> <p>Off-site meetings held for PP students and families where possible.</p> <p>All PP students supported in participating in day/residential trips [financially and otherwise]</p> <p>PP students continue to receive priority in 1:1 career interviews, with each having their own action plan</p> <p>PP students leaving for college are prioritised for orientation trips and activities, including a residential, to which they have been personally invited, and followed up</p> <p>Lessons Learned:</p> <p>Need to continue reminding staff of effective strategies, via CPD events, briefings, line-meetings and more. Quality First Teaching remains our principle strategy in provisioning for our disadvantaged students</p> <p>Continued need to ensure Y9 tutors are aware of needs/barriers for their PP students when making effective curriculum options choices</p> <p>Review how we communicate PP need to staff.</p> <p>Offsite PP meetings have not occurred as planned. However, provision of food provided a new way to engage with the community that is worth exploring further</p> <p>Provision for PP on trips needs to be publicised to trip leads as inception, as the initial contact and letter are key for ensuring participation</p> <p>While over 50% of our students have returned to taking part in at least one co-curricular activity it is clear this will need continued monitoring as we return to normal schooling – to make sure there are no new barriers to participation</p> <p>Provision of engagement with transition activities has continued where possible. These can now return to routine as we enter a new normal</p>
<p>Increase self-confidence, aspiration and resilience with pp students, and parents, in order to create an</p>	<p>PP students who experience SEMH difficulties are correctly signposted to external agencies, by PLs and FSWs</p> <p>FSWs and LBT have continued to develop in-school strategies / support plans to support PP learners experiencing difficulties</p>

<p>environment where learners can flourish</p>	<p>All PP students have had access to food before in-school mocks</p> <p>FSM students were provided with food during all periods of remote learning</p> <p>All KS4 students were mentored by staff within the school setting. Some students received additional mentoring from governor's or members of the wider school community</p> <p>Students and families have been provided with opportunities to attend remote workshops on a wide variety of SEMH themes. These have been part-funded by FPTA</p> <p>Lessons Learned:</p> <p>Develop 'About Me' surveying into ISNRs that can be shared more widely with teaching and support staff</p> <p>Training offered for all staff in effective mentoring of PP students</p> <p>Publicising ways to overcome barriers via physical and virtual staffroom</p> <p>Provision of food continues to be essential. Yet, there also needs to be a focus on increasing the uptake of FSMs within school. This may also include raising the profile of the FSM application process</p> <p>Continued need to provide self-esteem and resilience opportunities, both bespoke and across the cohort</p>
<p>Improve the attendance of eligible students</p>	<p>Term 6 2020.21</p> <p>90.35% attendance compared to 96.03% non-PP. PP attendance in 2019/20 was 90.55% compared to 95.18% non-PP.</p> <p>26.47% persistent absence on 16<sup>th</sup> May. PP persistent absence in 2019/20 was 26.4% at this stage.</p> <p>However, there is a three-year improving trend in PP persistent absence.</p> <p>Lessons Learned:</p> <p>It has proven difficult to compare rates of attendance with similar schools during the current pandemic, and local situations can obscure the data, such as the impact of widescale self-isolation in different geographic or even local areas</p> <p>There are distinct attendance changes at different stages of the school year. These bear further investigation to look at points of stress, and reflect on specific impacts on individuals and Year Groups. This will now be easier with the improved mentoring systems</p> <p>Clear need for close work between mentors/tutors and PP students to ensure good attendance</p>

## 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
Duke of Edinburgh Award	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not allocated
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*