



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen Elizabeth's Grammar School, Ashbourne
Number of pupils in school	1393 (Whole school) 1114 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2024
Date this statement was published	September 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Scott Garrity
Pupil premium lead	Katie Starkie
Governor / Trustee lead	Phil Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,925
Recovery premium funding allocation this academic year	£44,436 (£276 x 161 PP students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 208,261

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide a positive and rewarding learning environment for all students, irrespective of their background, where they can Question, Explore, Give and Succeed in all life challenges- academic and non-academic endeavours. These are our core values for all students at QEGS.

We recognise that all students, including those eligible for Pupil Premium, benefit most from high quality teaching and accompanying guidance and support for their learning and personal development. Therefore, the first aim of our strategy is to ensure that QEGS provides the best possible educational experience for all of our students, all of the time.

However, we also recognise that students who have faced disadvantages in their lives, for varying reasons and periods of time, need additional support to encourage and enable them to succeed at school. Therefore, our strategy aims to provide targeted academic support based on identified needs, as well as wider strategies to promote positive attendance, behaviour and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Our absence rates for PP students is higher than for our Non-PP students. Years 7-11 Non-PP is 92.55% compared to 84.58% for PP students. A gap of -7.97%. (July 2022)
2	Persistent Absence: Our persistent absence rates for PP students is higher than for our Non- PP students.
3	Levels of Literacy & Numeracy: Our PP students on entry have lower literacy and/or numeracy levels compared to Non-PP students. In year 7 25% of PP are in lower prior attainment compared to 14% non-PP (based on CATs) (July 2022)
4	Achievement Gap: Our PP students do not perform as well as our Non-PP students. In 2019 the P8 score for PP students was -0.48 and -0.03 for Non-PP. Year 11: a residual (actual – external target) difference of +0.2 for Non-PP and -0.4 for PP, a gap of -0.6.
5	Readiness for Learning: Some our students may have low academic aspirations and then subsequent negative attitudes to learning. They benefit from mentoring to support with their behaviour along with ensuring they are fully equipped to learn (uniform, equipment etc).
6	Parental Engagement and Communication: The % of PP students' parents attending remote parents evenings is less than that of Non- PP students' parents. Average over all year groups - 39.96% of PP students' parents attended. (2021-22)

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: To improve our whole school attendance rates particularly targeting PP students with low attendance and addressing individual barriers to attending school.	Whole school attendance to improve to pre-pandemic level of 95%, including for students eligible for PP. Students are able to clearly articulate how they have been supported to attend school.
2. Persistent Absence: To improve our persistent absence rates, reducing the gap between PP and Non-PP students with personalised and bespoke support for the student and parents/carers.	Persistent Absence significantly improves to 4% or less leading to improved outcomes at KS4.
3. Levels of Literacy & Numeracy: To improve the reading ages and numeracy levels through a targeted and specific range of interventions and support by specialist teachers.	Students with reading ages which are below chronological age receive appropriate and timely intervention to ensure closing of the gap between PP and non-PP students. Whole school literacy and oracy approaches develop familiarity and comprehension of academic and subject specific language supporting overall outcomes for students.
4. Achievement Gap: Reduce the attainment/ progress gap between PP and Non-PP students by ensuring quality first teaching, supported by additional support, focus, attention and intervention for PP students.	Reduction in the gap in attainment/progress measures between PP and Non-PP students leading to improved outcomes and progression at ks4/5 and beyond Post-16.
5. Readiness for Learning: To raise the aspirations of our students through assertive mentoring, improved rewards and incentives.	PP students will have increased aspirations, improved behaviour and attendance, and where applicable reduced suspensions.
6. Parental Engagement and Communication: Creatively improve parental engagement of PP Students	The variety of parents evening attendance and day to day communication with parents of PP students will improve. Increase positive communication between home and school.

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: **£45,925**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: The development of the 'QEGS Classroom' to further develop high quality teaching, routines and consistency for every lesson. Within this classroom, every teacher knows the importance of the role they play. They need to know their students, not only highlighting them on seating plans, but knowing their barriers to learning and being proactive in removing any barriers in their way.</p>	<p>The EEF tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Whole School Literacy and Oracy Approaches. The introduction of explicit vocabulary instructions across all subject areas will support development and exposure to a range of tier 2 and tier 3 vocabulary. Departmental approaches to the teaching of new vocabulary, including spelling quizzes and approaches of 'say it again better' to develop the use of oracy and sentence level responses will ensure students who are disadvantaged are receiving targeted support to develop oracy and vocabulary, a priority for closing the gap in outcomes.</p>	<p>The EEF 'Improving Literacy in Secondary Schools' supports and recommends whole school literacy approaches to develop the reading, vocabulary and oracy of students, in particular students who are disadvantaged. Report and recommendations can be accessed here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3, 4</p>

<p>Questioning Approaches</p> <p>Use of whole class responses (RAG, mini whiteboard) to ensure PP students are confident with content, detailed questioning (linked to oracy) which allows PP students to build confidence to articulate responses using tier 2 and tier 3 vocabulary.</p>	<p>EEF 'Improving Literacy in Secondary Schools' promotes the use of oracy and verbalising responses to develop written responses. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3, 4,</p>
<p>Embedding GUEST consistently across the whole school for every lesson including form time. This will increase positive relationships with students and ensure all learning activity begins positively. The consistency of routine for students will reduce cognitive load required at the start of a lesson enabling students to focus on the content.</p>	<p>All teaching staff are responsible for the success, development and progress of PP students, and the whole school focus on the improvement of quality first teaching will benefit all students.</p>	<p>1, 2, 4, 5</p>
<p>Ensuring consistency across all departments for 'Check, Assess, Feedback' following the new QEGSMAT Assessment/ Marking Expectations. Make sure live feedback is enhanced for PP students. Teachers actively yet subtly question PP students to ensure they understand both tasks and have the required knowledge to be successful.</p>	<p>EEF toolkit suggest that quality feedback can add 8 months of learning per year.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Continue to review and revise our Independent Learning/ Homework policy. Staff are to received training on the importance of praise and how this is able to impact their attitudes and aspirations within and beyond the classroom.</p>	<p>EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Introduce and embed 'The 3 Rs' behaviour expectations</p>	<p>SecEd: Steve Burnage states PP learners respond best to a positive learning environment ensuring there is consistency, boundaries, praise and rewards.</p>	<p>1, 2, 4, 5, 6</p>

Teachers to use GO4Schools to identify and track all students specifically focusing on PP students in their classes.	It is crucial all teachers know and understand the barriers every child faces- PP and Non-PP students.	1, 2, 3, 4, 5, 6
Rigorous and routine Quality Assurance , calendared throughout the year. Formal and informal monitoring particularly focusing on our PP students using internal and external support. E.G. External PP Reviewers	Recent research-based recommendations point towards a need for greater coherence and synergy in quality assurance approaches – in particular, the effective interplay between internal and external mechanisms – in order to ensure that they best serve school development and innovation.	1, 2, 3, 4, 5, 6
Regular, meaningful and quality CPD for all staff on teaching strategies, expectations of the 'QEGS Classroom'.	All teaching staff are responsible for the success, development and progress of PP students, and the whole school focus on the improvement of quality first teaching will benefit all students. Using internal and external CPD providers will ensure all students benefit from quality first teaching.	1, 2, 3, 4, 5
Introduce Curriculum Funding Bid to all staff. Teachers, supported by Line Managers are able to bid for PP funding ensuring there are clear actions and impacts as to how it can support our PP students.	Allowing staff to have greater ownership of the PP strategy has many benefits as it improves staff engagement through accessing resources that would enhance their curriculum- academic and non-academic.	1, 2, 3, 4, 5, 6
Targeted support through Department Interventions and the use of external platforms such as MyMaths, Mathswatch, The Day, Star Reader. Specific and tailored academic interventions specifically for KS4 student outcomes monitored by CLs and SLT LMs.		1, 2, 3, 4, 5

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

Budgeted cost: **£68,000 plus £44,436, recovery funding**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School Led Tuition Engaging with the National Tutoring Programme ensuring regular QA monitoring, tracking and monitoring of student progress- academic and pastoral.</p> <p>Continued contribution to the staffing of English, Maths and Science small group provision with continued rigorous QA and progress monitoring.</p> <p>English- LIT Reader Programme (Reading intervention) Paired Reading utilising Sixth Form T&L BTEC students</p> <p>Maths- Science-</p>	<p>Tutoring is one of the most effective ways to accelerate student progress. Evidence suggests that small group and one-one tuition can boost progress by 3 to 5 months per pupil. We want to extend this catch-up opportunity to students whose education has been impacted the most by covid-19 pandemic.</p> <p>PP students are on average 9 months behind non PP peers on entry to secondary school (NFER 2022)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Continue to fund ACE Youth Trust</p>	<p>ACE Youth Trust is a registered charity run by a board of volunteer Trustees from the Ashbourne area. ACE aims “to provide recreational/leisure activities and support/guidance” to young people aged 11-19 “intended to help them grow as individuals and improve their quality of life” (Trust Deed of Amendment 18 July 2010).</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Continue to fund Reciprocal Reader, Star Reader Testing and The Day</p> <p>Ensuring all students have accessed the tools to support</p>	<p>Reading comprehension strategies, which focus on the learners’ understanding of written test, are rated as high impact on the EEF Toolkit.</p> <p>Literacy is a key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Assertive Mentoring Launch assertive mentoring with SLT. Every Senior Leader will mentor at least one student. Use longevity of FSM students to identify priority students.</p> <p>Use Assertive Mentoring to reduce the number of suspensions - Repeated suspensions is 3.19% whereas Non PP 0.77% gap of 2.42. Based on 2021-22 figures current Year 8 and Year 10 are our priority.</p>	<p>The Hurworth model stresses the difference between soft (traditional) and hard (assertive) mentoring and sites this distinction as the key to improvement. They outlined the major characteristics of the two types of mentoring in the seminar. Soft/traditional mentoring is relationship based, open to manipulation (excuses and half truths) and student led (the student explains the problems and sympathy is given). Hard/assertive mentoring is based on evidence (the student is confronted with LSIS Research predicted grades) and direct interventions (focused on the causes of under-achievement)</p> <p>EEF Research suggests the longer a student has been FSM the wider the gap compared to Non-PP students.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Monitoring: Improve rigour with attendance monitoring specifically focusing on Persistent Absence. Utilising Deputy Progress Leaders, Pastoral Support Officers and Family Support Workers to ensure families are aware of the importance of attending school. Key action points for September 2022-23 include:</p> <ul style="list-style-type: none"> - Rigorous follow up of non-attendance, including telephone calls, home visits, letters, face to face meetings in school (or the home) and potential of FPN. - Active support by pastoral team to remove barriers to attendance, through: Mentoring, bespoke timetable, Early Help Assessment, SEND assessment, referral to external agencies as required, wrap around support. <p>Fortnightly meeting with SENDCo, DHT Pastoral and Director of Secondary Education to ensure that all avenues are explored and that holistic approach to support is implemented.</p>	<p>DFE - Supporting the attainment for disadvantage students research said “More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.”</p>	<p>1, 2, 3, 4</p>
<p>Primary School Liaison Close links with primary schools to be developed to ensure that effective approaches used by feeder primaries to engage poor attending PP students can be developed at QEGS. This will support engaging families who may become harder to reach or who may</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1, 2, 3, 4</p>

<p>be uncomfortable seeking support and advice once in secondary.</p> <p>Development of positive relationship with families during primary will support attendance and engagement at secondary.</p> <p>To include:</p> <ul style="list-style-type: none"> - Attendance at primary school events (e.g. Summer Fayre) - Presentations given to Y3, Y4, Y5 parents about opportunities and support available at QEGS <p>Inviting parents/carers of primary schools to attend events at QEGS to promote and reduce barriers to attending.</p>		
<p>Healthy Eating:</p> <ul style="list-style-type: none"> -Breakfast Club for all students before Yr 10/ GCSE/ A-Level exams -Implement a daily breakfast club for FSM students who need and want this. So, morning hunger is not a barrier to academic success. -Continue to offer healthy/ nutritious snacks available in all Pastoral offices -Promotion of availability of food made via wellbeing phone calls home by tutors and texts home from PPCo. -Send a 'DID YOU KNOW' letter/ txt for Parents on a half termly basis. 	<p>Studies have demonstrated that nutrition affects students' thinking skills, behaviour, and health, all factors that impact academic performance.</p> <p>Data from the canteen showing FSM students are using the canteen.</p> <p>SLT, PLs, Family Support Officers and support/ admin staff making applications for FSM on behalf of families.</p>	<p>1, 4, 5</p>
<p>Uniform, Bags, Equipment & Resources:</p> <ul style="list-style-type: none"> - New QEGS Uniform Bundle available for all PP students September 22/23. - Every teacher is provided with a stationary pack to provide students with pens pencils etc. - Pencil cases plus equipment, will be issued for all PP students. 	<p>School Uniform Education Endowment Foundation EEF</p> <p>Making it as easy as possible for parents/ carers and students to access the resources they need to study in and outside of school.</p>	<p>1, 4, 5</p>

<p>- Revision guides will be issued to all PP students.</p>		
<p>Parent's Evenings: Parent's evenings for our PP parents will be bespoke if there is a barrier to them accessing SchoolCloud. E.g. Phone calls home, meet in the community, visits from our Family Support Officers/ PLs</p>	<p>Working with parents to support children's learning Report Education Endowment Foundation EEF</p> <p>Due to the poor uptake on SchoolCloud alternative arrangements need to be made for PP parents to improve their engagement.</p>	<p>1, 4, 5, 6</p>
<p>Co-Curricular clubs and Trips: Discrete priority offers to PP students for all trips- They will be allocated places first.</p> <p>50% off all trips for all PP students will be available.</p> <p>A standard PP support statement will go in every letter/ communication with parents to ensure they understand the financial support available.</p>	<p>Students will not be disadvantaged attending trips due to financial hardship. All students can enjoy the positives that come from going on a trip- social skills, increased aspirations, self- confidence and motivation. PP Students may not have the opportunity to visit such places outside of school.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Careers: 1:1 Interviews targeting students in Year 9 supporting GCSE option choices Mock Interviews CV writing Tailored weekly form time activities Career specific trips Gatsby Bench Mark Score</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p>	<p>1, 2, 4, 5</p>
<p>Music Tuition: To continue to promote and pay for PP students who wishes to play an instrument.</p>	<p>The Education Endowment Foundation state, Arts participation is defined as involvement in artistic and creative activities, such as music, dance, drama and participation can have a positive impact on academic outcomes in other areas of the curriculum. Positive attitudes to learning and increased wellbeing were consistently reported, ensuring disadvantaged pupils access a rich and stimulating arts education is paramount.</p>	<p>1, 2, 4, 5, 6</p>

Total budgeted cost: £ 208, 361

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.