



# QUEEN ELIZABETH'S GRAMMAR SCHOOL

Ashbourne, Derbyshire

## **Pupil Premium Strategy Statement**

Prepared by:	Katie Starkie
Date:	December 2024
Review date:	December 2025
Approved by:	Nick Flux and Scott Garrity

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	1060 (7-11) 1345 (Whole school)
Percentage of pupils PP	18.1% (200 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027 <small>Most recent review Nov 24</small>
Date this statement was published	December 2024
Date on which it will be reviewed	May 2025
May	S. Garrity
Pupil premium lead	K. Starkie
Governor / Trustee lead	N. Flux

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,450
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	£215,450

# 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	<b>Attendance:</b> Although the attendance of PP students is improving (PP Gap has closed from 6.2% in 22/23 to 4.77% in 23/24 and currently sits at 3.7% 24/25) Our absence rates for PP students is higher than for our Non-PP students and still remains a priority to improve Pupil Premium students attendance.
2	<b>Persistent Absence:</b> Our persistent absence rates for PP students is higher than for our Non- PP students.
3	<b>Levels of Literacy &amp; Numeracy:</b> On entry, PP students have lower levels of reading, literacy and oracy and numeracy than non-PP students.
4	<b>Achievement Gap:</b> Our PP students do not perform as well as our Non-PP students. Progress 8 (P8) gap of 0.5 in 2023/24 and 0.7 in 2024/25
5	<b>Readiness for Learning:</b> Some our students often 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	<b>Parental Engagement and Communication:</b> % of PP parents attending parents' evenings is less than that of non-PP parents.

## 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
<b>1. Attendance:</b> 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 prepandemic level of 96%, including students eligible for PP. Students and parents are able to clearly articulate how they have been supported to attend school.
<b>2. Persistent Absence:</b> To reduce our persistent absence rates with personalised and bespoke support for the student and parents/carers.	Persistent Absence significantly improves to below 10% or less leading to improved outcomes at KS4.
<b>3. Levels of Literacy &amp; Numeracy:</b> 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.
<b>4. Achievement Gap:</b> Improve outcomes for Pupil Premium 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.
<b>5. Readiness for Learning:</b> 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.
<b>6. Parental Engagement and Communication:</b> Further 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. E.G. Weekly bulletin, Social media, Tutor Evenings, C2S, FSM voucher analysis, G4S usage.

## Activity in this academic year

This details how we intend to spend our pupil premium budget **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention) **EWA MWR EME**

Budgeted cost: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching:</b></p> <p>Continue to embed <b>The QEGS classroom</b> to help further improve high quality teaching; with a clear focus on specific strategies of retrieval practice, explicit vocabulary development, scaffolding and questioning to support progress of PP students.</p> <p>Teachers will be proactive in knowing their PP students, understanding their barriers to learning and addressing their specific needs through provision of high quality T&amp;L, using <b>Go4Schools</b> to identify and track all students including PP as a specific focus group.</p> <p>Continue to embed a 'Smart Start' and 'End &amp; Send' routine to all lessons. To include GUEST, a 'Do Now' activity to focus and recap prior learning, and explanation of the context of lesson linking to the bigger picture. This will develop positive relationships with students, with clear start and end routines.</p> <p>Embed a consistent approach to <b>homework</b> across the school where it is compulsory and linked to the curriculum to support learning and retrieve key knowledge/concepts. Teachers are trained in and use the behaviour/rewards policy to ensure that students are motivated to complete independent work and are praised when it is completed.</p> <p>Embed <b>'The 3 Rs'</b> behaviour expectations and the QEGS Rewards Points Programme in form and lesson time.</p> <p><b>QA</b> is calendared and conducted throughout the year with a focus on embedding QEGS classroom. PP students are formally and informally monitored during this QA and included in student voice activities that form part of internal/external QA.</p> <p>Regular and meaningful <b>CPD</b> provided to support staff in their delivery of high-quality T&amp;L</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>"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>EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year.</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>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.</p>	1, 2, 3,4, 5, 6

<p><b>Whole School Literacy and Oracy Approaches:</b> Embed the use of explicit vocabulary instructions across all subject areas will support development and exposure to a range of tier 2 and tier 3 vocabulary.</p> <p>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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	3,4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions) MWA ERO JAM

Budgeted cost: **£89,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Led Tuition</b></p> <p>Data driven targeted interventions will take place across the school including small group interventions with targeted students.</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>	1, 2, 3, 4, 5, 6
<p>Targeted support through <b>Department Interventions</b> and the use of external platforms such as Sparx, The Day, Educake, Reading Tests, NGRT, 1-1 Specific and tailored academic interventions specifically for KS4 student outcomes monitored by HODs and SLT Links. TA 1-1 mentorship for targeted PP/SEND/LAC students</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a> PP students are on average 9 months behind non PP peers on entry to secondary school (NFER 2022)</p>	1,2,3,4,5,6
<p>Continue to fund <b>ACE Youth Trust</b>. Track, monitor and evaluate the impact this is having on individual students.</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>	1, 2, 3, 4, 5, 6

<p><b>Fund NGRT, Reading Testing Programme, and The Day</b> Ensuring all students have access 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><b>Assertive Mentoring</b> Formalise assertive mentoring with staff mentors including SLT. Every Senior Leader will mentor at least two students, other staff members will be invited to volunteer to mentor PP students.</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>1, 2, 3, 4, 5, 6</p>
<p><b>CALM Room</b> A CALM room has been established creating an environment for students finding it difficult to cope with school structures and systems. This support is bespoke to every student and is monitored fortnightly with the SENCO. HOY /HOD/ SLT monitoring of work provided and streamlined process to aid student learning.</p>	<p><a href="#">Small group tuition   T&amp;L Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Mentoring   T&amp;L Toolkit   Education Endowment Foundations   EEF</a></p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing) **SGA KBO LWR**

**Budgeted cost: £80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Monitoring:</b> Continue with improved rigorous attendance monitoring specifically focusing on Persistent Absence. Utilising heads of year and Deputy heads of year, Child Protection Officer and Family Support Worker to ensure families are aware of the importance of attending school and supporting accordingly.</p> <p>Key action points for 2024-25 include:</p> <ul style="list-style-type: none"> <li>- Rigorous follow up of non-attendance, including telephone calls, home visits, letters, face to face attendance clinics in school (or the home) and potential of FPN.</li> </ul>	<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, 5, 6</p>



<ul style="list-style-type: none"> <li>- 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, school funded wrap around support.</li> </ul>		
<p><b>Transition Leader:</b> Continue to develop close links with SENCO to ensure that effective approaches used by feeder primaries to engage poor attending PP students can be developed at QEGS. Development of positive, supportive relationships with families during primary will support attendance and engagement at secondary.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- x2 visits from Transition Leader throughout the year. Dedicated time to meet with teachers/ headteachers and children. SENCO/TA present if and when required.</li> <li>- Presentations given to Y3, Y4, Y5 parents about opportunities and support available at QEGS.</li> <li>- Inviting parents/carers of primary schools to attend events at QEGS to promote and reduce barriers to attending. E.g. Arts Festivals, Sports Events etc.</li> <li>- Scheduled coffee mornings with SENCO</li> </ul>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fullattendance-actions-for-schools-and-localauthorities</a></p>	<p>1, 2, 3, 4</p>
<p><b>Healthy Eating:</b></p> <ul style="list-style-type: none"> <li>-Breakfast Club for all students before Yr 10/ GCSE/ A-Level exams</li> <li>-Implement a daily breakfast club for FSM students who need and want this. So, morning hunger is not a barrier to academic success.</li> <li>-Continue to offer healthy/ nutritious snacks available in room 540</li> <li>-Continue to circulate the 'DID YOU KNOW' poster letter/ txt for Parents on a half termly basis.</li> <li>-Collaborate with local food banks / churches and charities to aid referrals and specific family support.</li> </ul> <p><b>Uniform, Bags, Equipment &amp; Revision Resources:</b></p> <ul style="list-style-type: none"> <li>- QEGS Uniform Voucher £60 supplied to all PP families. available for all PP students September 23/24.</li> <li>- Every teacher is provided with a stationary pack to provide students with pens pencils etc.</li> <li>- Pencil cases plus equipment, will be issued for all PP students.</li> <li>- Revision guides will be issued free of charge to all PP students.</li> </ul>	<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><a href="#">School Uniform   Education Endowment Foundation   EEF</a></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><b>Parent's Evenings:</b> Parent's evenings for our PP parents will be bespoke if there is a barrier to them accessing SchoolCloud/ inperson . E.g. Phone calls home, meet in the community, visits from our Family Support Officers/ HOYs/DHOYs.</p>	<p><a href="#">Working with parents to support children's learning   Report   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5, 6</p>
<p><b>Co-Curricular clubs and Trips:</b> Discrete priority offers to PP students for all trips. A variety of enrichment activities and trips will be available to all students, with a particular focus on DROPP, disproportionate representation of Pupil Premium, in participation. Financial contributions of up to 50%.</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><b>Careers:</b></p> <ul style="list-style-type: none"> <li>- Career interviews with any PA PP students to continue to be conducted at home.</li> <li>-PP students have x2 interviews/ career appointments if necessary.</li> <li>-1:1 Interviews targeting students in Year 9 supporting GCSE option choices.</li> <li>-SLT Year 9 Parents Evening to discuss career paths November 2024.</li> <li>-Raising aspiration workshops from external providers- Universities for Years 8 and 9.</li> <li>-Mock Interviews, CV writing support all built in to the PSHE curriculum, provided resources and platforms by UNIFROG.</li> <li>- Curriculum careers focus in every subject- tracked and monitored by HOD and KMO</li> <li>-Weekly careers advice via KMO lead at lunch time with computer access for students.</li> <li>-Individual action plans sent to all parents following student interview with career advisor.</li> <li>-Achieving all Gatsby Bench Mark Score</li> </ul>	<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><b>Music Tuition:</b> To continue to promote and pay up to 50% 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: £ £215,450**

## 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 2023 to 2024 academic year.

Our unvalidated performance data has shown a positive trend in both attainment and progress across the academy. However, our Pupil Premium (PP) attainment and progress has not increased at the same rate as our non-PP students. This has resulted in a significant gap between Pupil Premium students and their peers. Progress 8 (P8) score of -0.59 and +0.04 for all, a gap of 0.63.

The Academy absence in 2021-22 (Y7-11) was 15.42% for PP students, 7.45% for Non-PP a gap of 7.97%. The Academy absence in 2022-23 (Y7-11) was 14.67% PP students, 7.05% Non PP a gap of 7.62% There is still a significant gap in absence, with a slight improvement in absence from 2021 - 2023; these figures are higher than national figures, which is why attendance remains a focus in our current AIP.

In 2021-22 Persistent absence (Y7-11) PP PA was 47.69% compared with non-PP 22.6%, a gap of 27.71%. In 2022-23 PP PA was 39.25% compared with non-PP 17.08% a gap of 22.18% These gaps have reduced over the last two years however they remain higher than national figures, which is why persistent absence remains a priority.

The behaviour ratios for PP students were also lower when compared with non-PP students, PP 93.0 compared with 95.5 Non PP- Gap of -2.5. The development of our behaviour policy, QEGS rewards shop, reparation protocols and CALM room should see both these ratios improve furthermore the gap should also reduce.

32% of ex Year 11 PP students have been retained/progressed into our Sixth Form, this is up from 19% 2022-23.

Student behaviour, wellbeing and mental health continue to be significantly impacted since returning to school after COVID-19. The impact is particularly acute for pupil premium students. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

## 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)

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