



# QUEEN ELIZABETH'S GRAMMAR SCHOOL

## Ashbourne, Derbyshire

## Pupil Premium Strategy Statement

|              |               |
|--------------|---------------|
| Prepared by: | K. Starkie    |
| Date:        | December 2025 |
| Review date: | December 2026 |
| Approved by: | S. Garrity    |

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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  | 1015 (7-11)<br>1275 (Whole school)     |
| Percentage of pupils PP   | 21% (219 students)                     |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2024-2027<br>Most recent review Dec 25 |
| Date this statement was published   | December 2025                          |
| Date on which it will be reviewed   | May 2026                               |
| Headteacher   | S. Garrity                             |
| Pupil premium lead  | K. Starkie                             |
| Governor / Trustee lead   | TBC                                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £222,015 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £222,015 |

# 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.

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> The absence rate for our PP students is higher than our non-PP students.   |
| 2                | <b>Persistent Absence:</b> The 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.  |
| 5                | <b>Readiness for Learning:</b> Some our students often have low academic aspirations and then subsequent negative attitudes to learning.            |
| 6                | <b>Parental Engagement and Communication:</b> Engagement of our 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 pre-pandemic level of 95%, 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 showing an improved behaviours and engagement with learning.  | 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) MWR

Budgeted cost: **£48,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Quality First Teaching:</b><br>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, scaffolding and questioning to support progress of PP students.<br><br>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&L, using Go4Schools to identify and track all students including PP as a specific focus group. Focus Five student initiative focusing specifically on PP students under target.<br><br>Continue to embed a 'Smart Start' routine to all lessons. '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. | <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>   | 1,2,3,4,5,6                   |
| Embed a consistent approach to <b>homework</b> across the school 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.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;searchterm=secondary%20homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;searchterm=secondary%20homework</a> |                               |
| Embed <b>QEGS Rewards Programme</b> in form time, lessons and co-curricular to aid unconditional positive regard, positive learning environment and incentives for all students.  | <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>   |                               |
| <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.<br><br>Regular and meaningful <b>CPD</b> provided to support staff in their delivery of high-quality T&L  |   |                               |

**Whole School Literacy and Oracy Approaches:**

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. Vocabulous used with Year 7 to understand the meaning of common roots, prefixes, and suffixes, so they can work out the meaning of unfamiliar words.

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

Budgeted cost: £90,600

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <b>School Led Interventions</b><br>Data driven targeted interventions will take place across the school including small group interventions with targeted students.  | <a href="https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions">https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions</a>                           | 1, 2, 3, 4, 5, 6              |
| Targeted support through <b>Department Interventions</b> and the use of external platforms such as Sparx, GCSEPOD, Educake, Reading Tests/interventions, 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 | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 1,2,3,4,5,6                   |
| <b>Fund GCSE Pod, Reading Plus, and The Day</b><br>Ensuring all students have access the tools to support  | <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>                         | 1, 2, 3, 4, 5, 6              |
| <b>Student Development Centre:</b> Newly appointed inclusion officer is based in the centre to support students at risk of suspension and or need 1-1/ small group specific support to aid social, emotional and behavioural needs.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> |                               |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: **£83,415**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Attendance Monitoring:</b> Develop a more rigorous and consistent approach to attendance monitoring, specifically focusing on Persistent Absence. Utilising Directors of Achievement and Deputy heads of year, Child Protection Officer and Family Support Worker. Appoint an Attendance Officer 2025/26.</p> <p>Active support by pastoral team to remove barriers to attendance, through: Support for parents, Mentoring, bespoke timetable, Early Help Assessment, SEND assessment, referral to external agencies as required.</p>   | <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> | 1,2,3,4,5,6                   |
| <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.</p> <p>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://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</a></p>   | 1, 2, 3, 4                    |

|  |   |                  |
|--|---|------------------|
| <p><b>Healthy Eating:</b></p> <ul style="list-style-type: none"> <li>-Breakfast Club for all students before Yr 10 mocks/ 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 Pastoral Offices.</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.</li> <li>- Every teacher is provided with a stationary pack to provide students with pens pencils etc.</li> <li>- Pencil cases plus equipment, can be issued for all PP students.</li> <li>- Revision guides will be issued free of charge to all PP students.</li> </ul> | <p><a href="https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment">https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> | 1, 4, 5          |
| <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/ in person . E.g. Phone calls home, meet in the community, visits from our Family Support Officers/ HOYs/DHOYs. Pastoral support actively phone parents prior to the event for support and priority bookings.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>  | 1, 4, 5, 6       |
| <p><b>Co-Curricular Clubs and Trips:</b></p> <p>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 href="https://classroommanagementexperience.com/blog/cultural-capital-why-it-is-important-in-education/">https://classroommanagementexperience.com/blog/cultural-capital-why-it-is-important-in-education/</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf">https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf</a></p>   | 1, 2, 3, 4, 5, 6 |

|   |  |                    |
|---|--|--------------------|
| <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. -Achieving all Gatsby Bench Mark Score</li> </ul> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> | <p>1,2,3,4,5</p>   |
| <p><b>Music Tuition:</b><br/>To continue to promote and pay up to 50% PP students who wishes to play an instrument.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>             | <p>1,2,3,4,5,6</p> |

**Total budgeted cost: £ 222,015**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

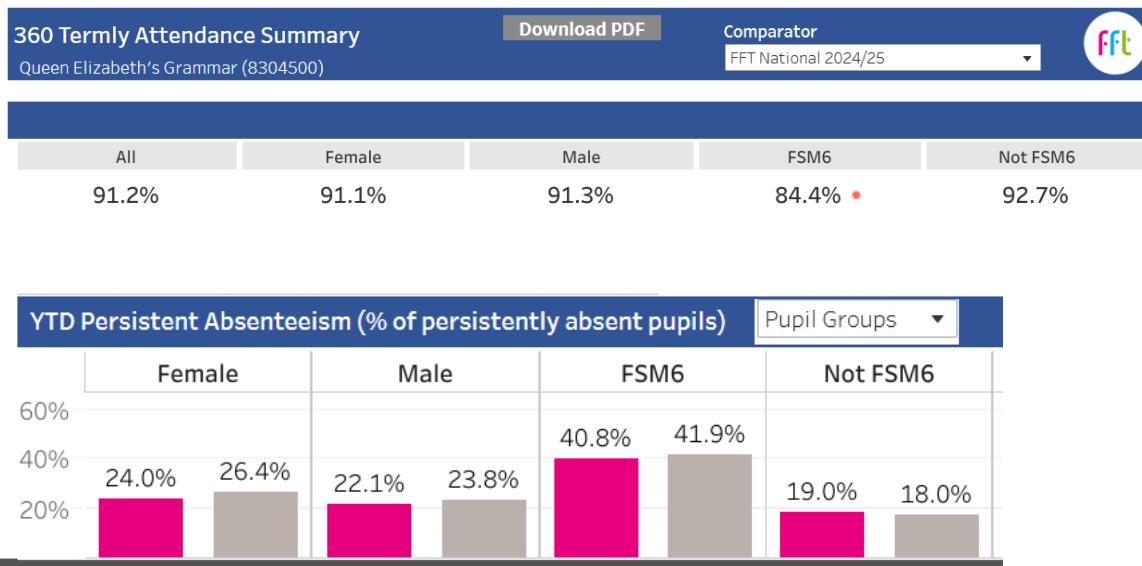
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

**Outcomes:** Our unvalidated performance data has shown a positive trend in both attainment and progress across the academy. Achievement gaps for disadvantaged pupils are narrowing due to earlier intervention targeted support, and improved teaching. Attainment is still below non-PP, but the gap between actual and FFT20 target for 5+ English and maths is smaller for PP than the cohort as a whole.

|                  | PP attainment | PP actual – FFT20 | All attainment | All actual – FFT20 |  |
|------------------|---------------|-------------------|----------------|--------------------|--|
| 5+ Eng and Maths | 35.1%         | 28.9%             | 44.3%          | 32%                |  |
| 4+ Eng and Maths | 54.1%         | 27%               | 71.6%          | 17.4%              |  |

Our disadvantage cohort, perform better than other disadvantage cohorts nationally, particularly at grades 5 and above in English and Maths,

### Attendance: FFT: Attendance summary report



**Behaviour:** The behaviour ratios for PP students were also lower when compared with non-PP students. The development of our behaviour policy, QEGS rewards shop, reparation protocols and the Student Development Centre room should see both these ratios improve furthermore the gap should also reduce.

54% of ex Year 11 PP students have been retained/progressed into our Sixth Form, this is up from 33% 2023-24 , 19% 2022-23, 33%

|  |
|--|
|  |
|--|

## 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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|--|
|  |
|--|