



## QMGS Pupil Premium (PP) Strategy Statement 2017-18

1. Summary information			
School	Queen Mary's Grammar School		
Academic Year	2017-18	Total PP budget	TBC
Total number of pupils (Y7-Y11)	652	Number of pupils eligible for PP	64
2. Current attainment			
<b>Note: 2017 National data to be released late Nov / early Dec</b>	Y11 Pupils eligible for PP (your school)	Y11 Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2017: % achieving 5 grades 5+ inc. English and Maths)	100% (2015) 100% (2016) 100% (2017) 100% (3yr average)	(2017) To be released Dec	
% achieving expected progress in English / Maths	100% / 100% (2015) 100% / 100% (2016) 77% / 85% (2017) 92.3 / 95% (3yr average)	(2017) To be released Dec	

2. Current attainment (continued)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>PP 0.70 (2015)</b> <b>All 0.91 (2015)</b> <b>PP 0.04 (2016)</b> <b>All 0.71 (2016)</b> <b>PP 0.60 (2017)</b> <b>All 0.69 (2017)</b>	(2017) To be released Dec
<b>Attainment 8 score average</b>	<b>PP 7.6 (2015)</b> <b>All 7.5 (2015)</b> <b>PP 6.9 (2016)</b> <b>All 7.4 (2016)</b> <b>PP 7.3 (2017)</b> <b>All 7.5 (2017)</b>	(2017) To be released Dec

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	<p><b>(Note: "STAR" = internal school estimated grades for GCSE performance)</b></p> <p>Numeracy:            Summer 2016 Y9 Maths PP results average 1.7 grades lower than STAR (0.9 lower for non-PP)            Autumn 2016 Y10 Maths PP results average 0.7 grades lower than STAR (0.4 lower for non-PP)</p> <p>Summer 2016 Y8 Maths PP results average 2.0 grades lower than STAR (1.4 lower for non-PP)            Autumn 2016 Y9 Maths PP results average 1.3 grades lower than STAR (0.9 lower for non-PP)</p>
<b>B.</b>	<p>Literacy:            STAR estimated grades consistently lower for English than Maths e.g.            Y7 2016-17 average STAR English v Maths = 7.3 v 8.1            Y8 2016-17 average STAR English v Maths = 7.1 v 8.0            Y9 2016-17 average STAR English v Maths = 7.2 v 8.1            Y10 2016-17 average STAR English v Maths = 7.1 v 8.0</p>
<b>C.</b>	Persistent under-achievement across all subjects and over time:

Difference between average APS (Average Points Score) v STAR is greater for PP than non-PP for all current Years 7, 9-11 Also true of all three assessment points in 2015-16 and Autumn 2016
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<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Mental Health issues increasing school-wide but more likely to be pronounced for PP pupils	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Maths results improve in line with STAR estimates for Y9 & Y10 (2016-17) 0.9	Gap between STAR estimates and actual attainment av. grades closes.
<b>B.</b>	Aim for PP pupils to exceed STAR on average in English in all years	Monitor attainment grades and English department Assessment Pathways. Intervention strategies such as Literacy Support show fewer PP pupils in need of support.
<b>C.</b>	APS for PP pupils in all subjects and in all year groups increases	Gap in APS v STAR APS for PP v Non-PP in all year groups diminishes. Study skills sessions, motivational talks and mentoring takes place. Heads of Year and Heads of Department more accountable for the under-performance through termly review meetings
<b>D.</b>	Ongoing whole school strategy for Mental Health keeps PP pupils as a focus	Mental Health strategy in place and monitored for impact on PP via SEAL (Social Emotional Aspects of Learning) Mentor, attendance records, referrals to CAMHS (Child and Adolescent Mental Health Service), pupil survey etc.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2016-17</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Difference between Maths attainment and STAR grades diminishes	CPD focus upon feedback	HoD already evaluating Assessment Pathway and form / regularity of assessment. EEF Toolkit shows evidence of approximately 8 months progress with high confidence in research	Faculty Review observations and HoD monitoring. Pupil feedback. Assessment points throughout the year	MEL / SW	Termly Governors' Pastoral & Curriculum meetings
Improved classroom management for Y9/Y10 groups with high proportion of PP pupils	CPD focus upon behaviour management / autism awareness e.g. <a href="http://www.childautism.org.uk/for-families/training-courses/book-training/schools/">http://www.childautism.org.uk/for-families/training-courses/book-training/schools/</a>	High Quality Teaching for All is no.3 of the "Building Blocks for Success" in the NfER "Supporting the Attainment of Disadvantaged Children" report (Nov 2015).	Faculty Review observations and HoD monitoring. Pupil feedback. Assessment points throughout the year	MEL / MJF / GKC	Termly Governors' pastoral & Curriculum meetings
<b>Total budgeted cost</b>					<b>10000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raised Literacy Levels at KS3 to impact subjects across the curriculum	Literacy Support intervention	Historical data suggests progress from KS2 to KS4 in English is excellent and literacy support has had impact upon these results. EEF Toolkit evidences approximately 4 months progress. EEF report into Accelerated Reader (Feb 2015) offers very positive results.	ACC to implement literacy support as appropriate to provision and need. Evaluate use and purchase of resources e.g Accelerated Reader	MEL / ACC	3 assessment points throughout the year. Review / observe literacy support sessions regularly. Governors' Pastoral & Curriculum meetings
<b>Total budgeted cost</b>					10000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Learning Behaviours.	All PP pupils allocated a sixth form mentor. SEAL	EEF toolkit suggests that Cross-age Peer Tutoring can result in approximately 5 months progress. Needs to be targeted on particular areas of weakness	Mentor meetings take place and are monitored for effectiveness. Sixth form mentors have volunteered and have been trained. Support offered at lunchtimes by specialist staff. Whole school mental health strategy implemented.	SJS/SEC/SMcP	Termly. Academic Mentoring records kept by SJS. SEAL Mentoring records kept by SEC. Governors' Pastoral & Curriculum meetings
<b>Total budgeted cost</b>					12000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raised profile of PP pupils in all lessons	PP training and conferences attended and feedback disseminated, better information sharing and accountability measures	PP Open Door Day observations showed good practice. Training sessions delivered and resources shared in a number of forums. All positive teaching methods for PP pupils have beneficial impact for all pupils. HoY now more accountable for PP through termly Pastoral Review meetings and fortnightly HoY meetings.	Continue and refine information sharing, logging and accountability. Further sharing of training courses and conferences at twilight and INSET. Opportunities given for staff to share good practice and findings of research. Continue Faculty Review focus upon PP pupils. Identify specific need for staff CPD and match to PP focus.	£10000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved literacy skills for under-achievers	Literacy Support provision	PP English GCSE 2016 = 100% 3 levels of progress PP English GCSE 2016 = 86% 4 levels of progress Similar results for all students	Literacy Support will continue with slight modification according to capacity	£8800
Supporting attainment to meet STAR grades at GCSE	One to one support and reduced curriculum	Achieved 5A*-C and expected progress in English but not Maths. Missed STAR estimates across majority of subjects.	Issues identified at Y11 mock results – needed to know and take action sooner. One-to-one provision expensive solution and not entirely successful. Consider small group intervention in future. Will adapt curriculum again if necessary to create the time.	£3000

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP pupils supported according to individual need by key staff	Academic Mentor, SEAL Mentor, Heads of Year, AH SENCo, SLT, Finance staff	Difficult to quantify and isolate impact of mentoring programme, for example. Academic mentoring was monitored and evaluated for effectiveness. Other staff accounted for time and manner of interaction with pupils as necessary. Fewer PP pupils receiving SEAL mentoring by the end of the year. Enrichment activities such as academic school trips and music tuition provide opportunities for engagement and access to the wider curriculum and life of the school. Direct costs such as uniform of low impact but necessary and appropriate support	Provision was according to need but tended to be responsive rather than strategic. Continue with provision according to needs as provided by HoY and Academic / SEAL mentors but need for a more strategic approach to ensure that provision is according to priorities identified in advance as well as responsive to need.	£44200

<b>1. Additional detail</b>
<ul style="list-style-type: none"> <li>• Governors review the Pupil Premium Strategy in full at the Autumn term Pastoral and Curriculum meeting and then receive interim reports at each meeting for the rest of the year.</li> <li>• A Governor Pupil Premium “Champion” has been appointed and has met regularly with the SLT in charge of Pupil Premium. It is intended that the Governor should observe and review the Pupil Premium provision during the Spring term.</li> </ul>