



Queen Mary's Grammar School

Headmaster: R J Langton, M A

Feb 2019

Pupil Premium Governor Update 1

Rationale

The purpose of this termly document is to inform the PP governor of legislation changes, an overview of PP at QM and assist in the governance of PP.

Background

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. *DfE*

Introduction

The pupil premium grant provides funding for two policies:

1. raising the attainment of disadvantaged pupils of all abilities to reach their potential
2. supporting children and young people with parents in the regular armed forces

Pupil Premium Grant (PPG) Allocation

The DfE allocate PPG to schools for the following amounts:

- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £2,300 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)



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What are the Terms on which PPG is allocated to schools?

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.

What are the Statutory duties for PP?

For the current academic year, the DfE recommend that the following is published:

- how much pupil premium funding you received for this academic year
- details of the main barriers to educational achievement that the disadvantaged children in your school face
- how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen
- how you will measure the effect of the pupil premium
- the date of the next pupil premium strategy review

For the previous academic year, they recommend to publish:

- how you spent your pupil premium funding
- the effect that the pupil premium had on pupils



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Ministerial PP Governance

Nadhim Zahawi MP was appointed as Parliamentary Under Secretary of State at the Department for Education on 9 January 2018. Nadhim was elected as Conservative MP for Stratford-on-Avon in May 2010.

Governance of PP

Future governor visit
PP to be discussed at LGB

April 2019
All LGB meetings to have PP as a standing item

What is the governing bodies role for PP?

The 6 Features of effective Governance





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Policy Updates

The most recent Policy update is the *OFSTED School Inspection Handbook, Draft for consultation, Jan 2019*.

These sections are of most relevance to PP provision:

The quality of education (p40)

“..the quality of education that a school provides to all its pupils, including the most disadvantaged...” (p40)

“The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way it powerfully address social disadvantage” (p40)

“There is a high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum” (p41)

...This includes consideration of how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills (p43)

...”what the school has in place to ensure that the most disadvantaged pupils and pupils with SEND are given the knowledge and cultural capital they need to succeed in life.” (p46)

Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve the best possible outcomes. (p48)

Personal development (p56)

“The school ensures that participation in extra-curricular activities is consistently very high, including among those from disadvantaged backgrounds, so that all can benefit from these opportunities and experiences.” (p60)



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Leadership and management (p62)

“...that the way the school uses the Pupil Premium is founded on good evidence.” (p62)

“Inspectors will seek evidence of the impact of those responsible for governance.” (p63)

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues: a) the level of PP funding received by the school in the current academic year and levels of funding received in previous academic years, b) how leaders and governors have spent the PP, their rationale for this spending and its intended impact, c) any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.” (p65)

Schools should have an inclusive culture that facilitates arrangements to: identify early those pupils who may be disadvantaged or have additional needs or barriers to learning.”(p66)

Evaluating sixth-form provision (p79)

“...how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of 16–19 provision for all young people, including the most disadvantaged...” (p79)

Other DfE Guidance

Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015

Key Research

What is the most effective way to support disadvantaged pupils' achievement?

Based on interviews with senior leaders from more and less successful primary, secondary and special schools, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success (figure 2).

(Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015)



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Figure 2: Building blocks for success



PP literature

Governance : A Competency Framework for Governance Jan 17
Governance handbook Jan 17

Learning Without Labels: Improving Outcomes for Vulnerable Pupils by Marc Rowland

An Updated Practical Guide to the Pupil Premium by Marc Rowland

Useful PP websites

National Governance Association

[https://www.nga.org.uk/Guidance/Holding-your-school-to-account/Premiums/Pupil-Premium-\(1\).aspx](https://www.nga.org.uk/Guidance/Holding-your-school-to-account/Premiums/Pupil-Premium-(1).aspx)



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The Education Endowment Foundation (EEF) was established in 2011 by The Sutton Trust, as a lead charity in partnership with Impetus Trust (now part of Impetus – The Private Equity Foundation) with a £125m founding grant from the Department for Education.

<https://educationendowmentfoundation.org.uk/evidence–summaries/pupil–premium/>

Sutton Trust and EEF–The Pupil Premium and the Next Steps

<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil–Premium–Summit–Report–FINAL–EDIT.pdf>

A database of resources on PP.

<https://schoolleaders.thekeysupport.com/>

What is the Performance of QM PP pupils?

<https://www.compare-school-performance.service.gov.uk/school/136773/queen-mary's-grammar-school>

School website

The school website contains the **Pupil Premium Strategy** under the About Us tab, policies and information, policies, Pupil Premium.

PP Events

Jan 19, Staff inset day presentation on Vulnerable Groups
Numerous Teach Meets on metacognition

PP CPD

A number of staff are undertaking projects on a PP theme as part of MPQSL or similar.