



## Queen Mary's Grammar School

Headmaster: R J Langton, M A

# QMGS Pupil premium strategy statement 2019-20

## School overview

Summary Information	Data
School name	QMGS
Pupils in school	1138
Proportion of disadvantaged pupils	10.37%
Pupil premium allocation this academic year	£70,700
Academic year or years covered by statement	7-13
Publish date	Draft until LGB approval 9.12.19
Review date	September 2020
Statement authorised by	Graham Collins
Pupil premium lead	Graham Collins
Governor lead	Tim Lawrence

## PP students by year group

PP students per year group	Total PP students/year group (% of year group)
7	33/150 (22%)
8	36/150 (24%)
9	13/150 (9%)
10	8/150 (5%)
11	8/120 (7%)
Key Stage 5 (pupils in receipt of bursary)	68/418 (16%)
<b>Overall TOTAL</b>	<b>166/1138 (15%)</b>



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### Disadvantaged pupil performance overview for last academic year

Attainment Figure	Data
Progress 8	PP +0.78 (non PP +0.78)
Ebacc entry	67%
Attainment 8	PP 7.4 (non PP 7.7)
Percentage of Grade 5+ in English and maths	96% (18/20)

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve in line with STAR estimates	Aug 2020
Attainment 8	To maintain or improve upon 2019's figure of 7.4	Aug 2020
Percentage of Grade 5+ in English and maths	100% of PP students to achieve grade 5 in Maths and English	Aug 2020
Ebacc entry	To maintain or increase EBAC entries from 2019's 67%	Aug 2020
Other	Improve attendance so that PP attendance is in line with non PP	Aug 2020
Other	Increase PP intake into year 7 through SSEF, raising year 7 intake to 180 pupils, so expanding pupil places for PP students	Sep 2020



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### Teaching priorities for current academic year

Measure	Activity
<b>Priority 1</b> To improve PP literacy skills and encourage a love of reading and promote cultural capital and book ownership amongst some PP families	Buy in and embed Book Buzz programme for year 7–11 to increase reading for pleasure and increase time spent in the library
Barriers to learning these priorities address	To support the participation, enjoyment and achievement of children in all elements of school life by improving access to the wider life of the school. <i>The Lamb Enquiry' (DfE 2009)</i>
Projected spending	TBC
<b>Priority 2</b> Academic focus on improving standards for PP learners through QfT as well as prioritised support and stretch and challenge for PP learners	Within Key Stage 3 to ensure that all learners have access to QfT, evidenced through SLT observations focussing on vulnerable pupils as well as the collection of student voice of PP pupils.
Barriers to learning these priorities address	“What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you.” <i>Alistair Smith, High Performers (2011)</i>
Projected spending	TBC
<b>Priority 3</b> Key Stage 3 curriculum overhaul to eliminate Cultural capital deficit through a knowledge rich, academically challenging curriculum.	To ensure that the Key Stage 3 curriculum challenges, engages and ensures progression for all pupil groups (including SEN, PP G&T etc) SoWs to focus on disadvantaged learners



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Barriers to learning these priorities address	EEF toolkit 2015 and 2018, focusses on meta-cognition and that PP students are not as meta-cognitive as non PP students
Projected spending	TBC
<p>Priority 4</p> <p>Embed PP CPD through raising profile of PP pupils and helping staff address these pupils' specific needs.</p> <p>Encourage staff to champion PP pupils through greater knowledge of them.</p>	<p>Staff long term development courses (E.g. NPQMLs) to have a PP focus either pastorally or in departments.</p> <p>Continued focus on quality first teaching through evidence informed practice. E.g. new staff CPD library in SCR and Research Snapshots released every 2 weeks.</p> <p>Coaching group, Teacher Talk and Teach Meets to focus on QfT.</p> <p>Attendance at Conferences such as Closing the Gap and Making Pupil Premium Count</p>
Barriers to learning these priorities address	"What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you." <i>Alistair Smith, High Performers (2011)</i>
Projected spending	TBC

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Year 11 Exam support/revision skills through Elevate Education
Priority 2	Tuition to be provided for English and Maths for pupils in most need
Priority 3	To improve behaviour of PP students/embed new Head of behaviour with a closer focus with Heads of Year on reducing behavioural issues for disadvantaged students, through regular bi-



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	weekly meetings, closer tracking through SIMS and CPOMS
Barriers to learning these priorities address	
Projected spending	TBC

### Wider strategies for current academic year

Measure	Activity
Priority 1 To improve the mental well-being of all of our students including those from disadvantaged backgrounds.	Students will complete wellbeing questionnaires on a termly basis. Initial questionnaire to be completed in Autumn 1 This allows for tracking of wellbeing and helps identify areas of support and barriers to learning.
Priority 2 Music Tuition for PP students – to enable disadvantaged students to afford the extra-curricular music tuition.	Students that wish to learn an instrument, but require additional funding apply to the head of music.
Priority 3 Pastoral Uniform Budget	All Year 7 parents receive a uniform voucher to spend on school uniform/games kit Any PP Parents can apply in writing to the finance dept for additional funding.
Priority 4 Funding for Academic Trips/Extra-curricular trips	Parents can apply for funding for academic trips up to the maximum value of £100
Priority 5 Supporting development of cultural capital for PP students	Prioritising full access for PP students to undertake trips where there is potential for allocation of places to be rationed
Priority 6 Yr 11 Exam Kits	



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	All PP students will have access to an exam kit with the essential equipment during the 2019–20 exam season.
Priority 7 To ensure that there is continued equality for all students	Create a fund to ensure that all disadvantaged students have the opportunity to obtain funding for extra-curricular activities
Priority 8 Additional CEIAG support	Increased hours of Careers Advisor so that all year 10 and 11 disadvantaged students get seen at least once
Barriers to learning these priorities address	
Projected spending	TBC

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Lesson Observations	Watch a colleague scheme, Lesson observations and feedback, Review of embedding Key Stage 3 curriculum overhaul
Targeted support	Year 11 Revision/Exam support	Mock feedback analysis, Attendance register to be kept, subject teachers
Wider strategies 1	Closer monitoring and scrutiny through PP governor visits	PP Governor visit once a term to review strategies and feedback to LBG termly
Wider strategies 2	Sharing of good PP practice	MAT PP meeting half termly with MAT schools and MAT director for social mobility to



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		review local/national context and current PP literature findings
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### Review: last year's aims and outcomes

Aim	Outcome/Evaluation
Ensuring teaching staff are aware of PP students and their individual needs and to meet these needs in the classroom	<p>Oct 18 Twilight staff training on Pupil Premium students</p> <p>Jan 19 Inset staff training on Vulnerable groups</p> <p>Outstanding PP GCSE results, Progress 8 PP +0.78 (non PP +0.78)</p> <p>Very positive staff feedback on both trainings</p> <p>SLT lesson observations focussed on vulnerable groups and their outcomes</p> <p>SIMS staff guidance on Vulnerable pupils information</p> <p>Termly Vulnerable group data digest raising their profile</p> <p>PP section on weekly briefing sheets</p> <p>PP CPD focus by 3 teaching staff for MPQSL projects</p> <p>Further work on addressing individual needs through Edukit</p> <p>Ongoing PP CPD and links with MAT social mobility co-ordinator</p>
Reduce homework behaviour points issued v 2017-18 in line with non-PP students.	<p>Homework behaviour points are the most behaviour points given for both PP and non PP, Mean PP 4.9 v Mean Non PP 4.8.</p> <p>After school H/w club available to PP students, this had limited uptake</p> <p>IT rooms available after school, excellent uptake</p>
To reduce Behaviour issues amongst PP students	<p>Analysis of behaviour points issued revealed the average was 24 PP v 21 Non PP.</p> <p>HoYs attended a review with the SLT lead for behaviour every 2 weeks to review behaviour points</p>





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	<p>accrued for PP students, as well as year meetings with the form tutors. These meetings proved useful in terms of discussing behaviour, but the impact was limited.</p> <p>SIMS Parental App (launch due Jan 2020) will help support further work on this and CPOMS since its introduction has helped create a clear log of concerns. 2019-20 Expansion of pastoral team will help to monitor/reduce behaviour points. Termly report cards and letters home when behaviour points ladder sanction reached has helped to inform parents as well.</p>
To improve attainment of Year 11 PP students	<p>Outstanding PP GCSE results, Progress 8 PP +0.78 (v 2018 PP +0.30, 2017 PP +0.58)</p> <p>90% of PP students improved their APS from Year 11 Mocks to their GCSEs (18/20 students)</p> <p>89% of PP pupils moved into QM's 6<sup>th</sup> form</p> <p>Huge array of departmental support given to PP students, during lunchtimes and after school</p> <p>Revision workshops during form time and lunchtime led by teaching staff</p>
Closer integration with external agencies to support the work of SEMH (Social Emotional and Mental Health) mentors and promote mental health and positive mental health awareness	<p>SEMH excellent ongoing work with WPH, IBSS, Swing etc</p> <p>Welfare updates on Pastoral meetings and weekly staff briefings</p> <p>Sharing of SEMH knowledge and practice between QMGS and Aldridge school ongoing</p> <p>CPOMS introduced Jan 19, this has meant a much faster link between concerns raised and acted on v the previous paper based system</p> <p>Whole school drive on good mental health for whole school community, culminating in a 2 week Mental Health workshops (feedback from 5 external speakers involved, parents and pupils was a resounding excellent 2 weeks)</p> <p>SEMH delivered mental health workshops on PSHE drop down days to year 10/11 and supports KS3 PSHE work</p> <p>PP pupils spearheaded with the PSHE co-ordinator recognised by Express and Star June 2019 for the work on Change Your Mind, part of the Key Stage 5 options in the curriculum, which has culminated in 6th form trained mental health ambassadors giving</p>





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	<p>mental health workshops to over 1000 primary school pupils in Walsall</p> <p>Sep 2019 Nationally recognised for our mental health work with staff and pupils in Ross Morrison McGill's (aka Teacher Toolkit) book</p> <p><a href="https://www.teachertoolkit.co.uk/2019/09/15/10-amazing-schools/">https://www.teachertoolkit.co.uk/2019/09/15/10-amazing-schools/</a></p> <p>Well-being society, Wind down Wednesday, Tea tasting Thursday, Hot Chocolate Friday</p> <p>Various and many charity events to raise awareness on different mental health issues (such as Staff Movember and staff Walsall Fun Run, Breaking Bread Breaking Barriers event)</p> <p>New role of Safeguarding and welfare officer created Sep 19 to support SEMH</p> <p>More Pastoral staff undertaken MHFA Sep 19</p>
To improve attendance of PP v Non PP (to close the gap of lower attendance in PP students)	<p>Attendance: 95.9% for PP v 96.5% for Non PP</p> <p>Use of EWO, parental meetings etc. Limited successes.</p> <p>Other initiatives as for behaviour</p>
To reduce lates to school To reduce lates to lessons of PP v Non PP	<p>Lates to school: 2.2 for PP v 1.8 for Non PP</p> <p>Lates to lessons: 1.3 for PP v 1.6 for Non PP</p> <p>Initiatives as for behaviour and attendance</p>
To gather PP student and parental voice to inform PP spending	<p>Parental voice gathered at Year 11 SLT interviews, Year 11 Career interviews</p> <p>Year 7 Academic reviews and All year group parents' evenings (on average 90% attendance)</p> <p>Further work required on PP parental voice</p>
Increase the number of pupils from disadvantaged backgrounds attending highly selective universities.	<p>Outstanding University successes, 4/28 pupils studying medicine, 90% of (25/28) pupils from disadvantaged backgrounds moved into University courses (2 joined the army and 1 pupil took a gap year) this is compared to 88% of Year 13 taking up University places</p> <p>Highly successful CEIAG guidance and UCAS support programme, University outreach work, Career fair, Alumni fair, HE fair to name but a few</p>
To ensure equality of access to all areas of the school curriculum and	<p>Extra-curricular activity audit highlighted good numbers of PP pupils involved in sport, music and</p>



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enrichment opportunities for PP students	<p>CCF (a number of high positions in CCF held by PP students), 49% of PP students are involved in CCF</p> <p>EVC audit of trips, 83% of PP students attended a trip last year, 3.7 Av no visits for PP (4.4 non PP)</p> <p>3.3Av resid days for PP (5.5 non PP)</p> <p>Every subject offered within our curriculum has had at least 1 visit</p> <p>Use of Evolve for tracking trips has been most useful, although Evolve does not track sport/music, clear difference in onsite/off site activities, difficult to compare vulnerability data as SIMS removes last year's cohort from comparison although Evolve is an excellent record and tracking system</p>
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