

QMGs Pupil Premium strategy statement 2020-1

Aim

For all pupils to **reach their potential** and **participate fully** as valued members of our community, **irrespective of background or family circumstance**.

School overview

Summary Information	Data
School name	Queen Mary's Grammar School
Pupils in school	1223
Proportion of disadvantaged pupils	10.95%
Pupil premium allocation this academic year	£91,630
Academic year or years covered by statement	Years 7–13, 2020–1
Publish date	November 2020
Review date	November 2021
Statement authorised by	Richard Langton
Pupil premium lead	Graham Collins
Governor lead	Tim Lawrence

Disadvantaged pupil performance overview for last academic year

Progress 8	Covid 19 prevented examinations being taken
Ebacc entry	70%
Attainment 8	Covid 19 prevented examinations being taken
Percentage of Grade 5+ in English and maths	%5+ Eng PP 100%, Non-PP 99% %5+ Maths PP 100%, Non-PP 99%

PP students by year group

PP students per year group	Total PP students/year group (% of year group)
7	45/180 (25%)
8	30/150 (20%)
9	34/150 (23%)
10	14/150 (9%)
11	11/150 (7%)
Key Stage 5 (pupils in receipt of bursary)	33/443 (7%)
TOTAL PP students	134/780 = 17% (2019–20 15%, 2018–19 12%, 2017–18 10%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To achieve in line with STAR estimates	Aug 2021
Attainment 8	To maintain or improve upon 2019's figure of 7.4	Aug 2021
Percentage of Grade 5+ in English and maths	100% of PP students to achieve grade 5 in Maths and English	Aug 2021
Ebacc entry	To maintain or increase EBAC entries from 2020's 70%	Aug 2021
Other	Improve attendance so that PP attendance is in line with non-PP	Aug 2021
Other	To further increase PP intake into year 7 through Outreach Social Mobility Project to 30% of Year 7 being PP	Sep 2021

1. Teaching priorities for current academic year

Measure	Activity
Priority 1 A	<p>Promote QfT</p> <p>Introduction and Setting up of 2 Teaching and Learning Good Practice Leads</p> <p>Aim: to promote the use of evidence informed, high quality teaching practice amongst colleagues; to help facilitate pedagogical professional development at QMGs; to become an instructional coach as part of the QMGs Coaching Group.</p> <p><i>“What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you.” Alistair Smith, High Performers (2011)</i></p> <p>Sir Kevan Collins, <i>“...we must strengthen the link between the pupil premium and teaching. While the premium should remain a ring-fenced part of school budgets, this financial separation should not cause it to become isolated from the core business of schools. We can be obsessed with add-ons. There is undoubtedly still a place for targeted support, but high-quality first teaching is the most powerful driver of educational equity.”</i> Sir. Kevan Collins, EEF, TES Oct, 2018</p> <p><i>“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam</i></p>
Barriers to learning for priority 1 A	Lock down limiting CPD face to face opportunities and the sharing of good practice
Priority 1 B	<p>To provide 10 members of the Maths Dept with a visualiser</p> <p>To improve meta cognitive skills, to aid learning in the classroom and at home (improving blended learning outcomes), virtual support via “drop-in sessions” on Teams to support students, used as a streaming device, to offer more support through online meetings, to display students work, both for exemplary work and marking.</p> <p><i>“There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.” EEF</i></p>
Barriers to learning for priority 1 B	PP pupils had a lower Maths APS than non PP (PP 7.4 v 7.8 Non PP, Summer 2019)
Priority 1 C	<p>Whole school focus on Blended learning</p> <p>Departmental SoW adapted (remote/blended curriculum delivery), Departmental resources to move online,</p>

	<p>Departmental meetings focus, Inset and Twilight training, Teacher Talk meetings. MS TEAMS staff support through ICT HoD, pupil support through ICT teacher, CPD focus on MS TEAMS (beginner to Advanced), use of SIMS parent APP and MS TEAMS to inform parents of work outstanding and reduce 'learning loss'.</p> <p><i>Estyn's report 'Pupil Participation: a best practice guide' highlights that Students and parents who are more involved with their education and learn more when they are engaged in their learning. Estyn's (2018)</i></p> <p><i>EEF toolkit 2015 and 2018, focusses on metacognition and that PP students are not as metacognitive as non PP students</i></p> <p><i>Covid lockdown could leave disadvantaged children with "learning loss" of six months, experts warn.</i></p> <p>https://www.exeter.ac.uk/news/research/title_791543_en.html</p>
Barriers to learning for priority 1 C	<p>43% IT support enquiries from PP pupils in Lockdown May 2020</p> <p>Digital Divide, disadvantaged children are most likely not to have access to digital devices</p> <p>https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</p>
Priority 1 D	<p>Recovery Curriculum</p> <p>Curriculum planning for re-opening of school, zonal model of teaching year groups in bubbles. The 5 levers of a recovery curriculum.</p> <p>Curriculum Modification and re-opening work, Blended learning developments</p> <p>Depts given lesson time to staff for small group intervention, creating online resources, improvements in blended learning etc</p> <p><i>The importance of a recovery curriculum.</i> Professor Barry Carpenter, CBE, Professor of Mental Health in Education at Oxford Brookes University</p>
Barriers to learning for priority 1 D	<p>PP attendance is lower than non PP attendance</p> <p>Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. DfE</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>

Priority 1 E	<p>CPD</p> <p>Vulnerable groups to be a focus in SLT lesson observations and staff twilight and Inset days. New Staff induction and ITT induction to involve PP and Vulnerable group focus</p> <p>MPQML staff focus on Vulnerable groups</p> <p><i>Tom McBride – Early Intervention Foundation</i></p> <ul style="list-style-type: none"> • <i>The attainment gap is largest for PP v non-PP and is widening nationally.</i> • <i>Small improvements in pupils GCSE outcomes can yield significant improvements in their lifetime productivity.</i>
Barriers to learning for priority 1 E	<p>PP pupils have proportionally more behaviour issues than non PP</p> <p>Evidence shows that children from disadvantaged backgrounds often do not perform as well as their peers DfE</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>
TOTAL Projected spending	£50, 196

2. Targeted academic support for current academic year

Measure	Activity
Priority 2 A	Year 11 Revision classes before school, both subject specific and generic revision
Priority 2 B	Literacy support for Key Stage 3 and 4 (language, literature and literacy support, 1:1, small group sessions)
Priority 2 C	Science practical's catch up (additional science practical's to be conducted at lunchtimes for pupils who have had to self-isolate)
Barriers to learning these priorities address	Pupils self-isolating or poorly, being absent from support being offered, PP attendance is lower than non PP attendance
Projected spending	£11, 894

3. Wider strategies for current academic year

Measure	Activity
Priority 3 A Technology support during Covid 19	Purchasing of Laptops for Vulnerable pupils (10 Laptops bought directly and additional laptops bid for, through DfE "laptops and

	<p>tablets for children who cannot attend school due to coronavirus (COVID-19)”)</p> <p><i>To reduce the digital divide (“It is also likely that those families without access to technology are those most likely to be living in temporary accommodation or living in environments which are crowded or insecure in other ways. These pupils are statistically already likely to be behind their peers educationally and the digital divide is yet another barrier to their achievement” NASUWT May 2020.</i></p>
Barriers to learning	Digital Divide between PP and non PP , 43% IT support enquiries from PP pupils in Lockdown May 2020
<p>Priority 3 B</p> <p>To improve the mental well-being of all of our students including those from disadvantaged backgrounds.</p>	<p>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.</p> <p>Sep 2020, setting up of Welfare Hub and the appointments of Student Services Manager and Assistant Head of Year 7 (both with a focus on supporting disadvantaged pupils) and the increasing hours of SEMH support (Jan 2021)</p> <p>Racket Cubed project supports vulnerable families through weekly shopping parcels.</p> <p>PSHE co-ordinator SoW overhaul to focus on mental health and well-being</p> <p>Whole school Mental Health week Feb 2021</p>
Barriers to learning	<i>Children from less advantaged backgrounds suffer from anxiety more vs non-eligible parents, 44% v 32% respectively. Annual Parent Survey 2020</i>
<p>Priority 3 C</p> <p>Music Tuition for PP students – to enable disadvantaged students to afford the extra-curricular music tuition.</p>	Students that wish to learn an instrument, but require additional funding apply to the head of music.
Barriers to learning	Costs of music lessons
<p>Priority 3 D</p> <p>Pastoral Uniform Budget</p>	<p>All Year 7 parents receive a uniform voucher to spend on school uniform/games kit</p> <p>Any PP Parents can apply in writing to the finance dept for additional funding.</p>
Barriers to learning	Large initial costs of uniform
<p>Priority 3 E</p> <p>Funding for Academic Trips/Extra-curricular trips including CCF,</p>	Parents can apply for funding for academic/residential trips up to the maximum value of £100 as well as Headmaster’s discretionary

Year 7 residential Farchynys trips	fund. The school website now has a live Financial Assistance form. Focus on increasing the availability of local and national trips.
Barriers to learning	Cost of trip <i>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. The Lamb Enquiry' (DfE 2009)</i>
Priority 3 F 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
Barriers to learning	Cost of activity/trip
Priority 3 G Yr 11 Exam Kits	All PP students will have access to an exam kit with the essential equipment during the 2020–21 exam season.
Barriers to learning	Cost of revision guides/materials
Priority 3 H 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, such as on International trips
Barriers to learning	Cost of international trips
Priority 3 I Additional CEIAG support	Increased hours of external Careers Advisor so that all year 10 and 11 disadvantaged students get seen at least once
Barriers to learning	Lower numbers of disadvantaged pupils accessing top Universities <i>The Gatsby Career benchmarks (2018) highlight that career aspirations improve pupil attainment</i>
Priority 3 J Art materials support	For all Year 7 and GCSE PP Art students to be provided with art materials and additional creative resources to enhance their learning
Barriers to learning	Cost of equipment
Priority 3 K To improve PP literacy skills and encourage a love of reading and promote cultural capital and book ownership amongst some PP families	BookTrust's BookBuzz scheme to be run for Year 7. Research shows that 380,000 children in the UK do not own a book of their own (National Literacy Trust), this scheme is an excellent way to ensure that Year 7s all have the opportunity to choose and own their own book. Reading for pleasure has been proven to have a huge range of benefits for mental health: reducing stress, building empathy, enhancing personal development etc as well as being the best indicator for future academic success. (OECD, 2002) The Librarian to overhaul the book loaning system to better track PP reading habits and link future spend more to their reading needs
Barriers to learning	To reduce the gap in attainment in GCSE English Literature PP APS 6.9 v non PP 7.1 (Summer 2019)
Priority 3 L	

To increase cricket participation through technological innovation	<p>Purchase of Cricket BOLA Bowling Machine to enable all pupils the opportunity to experience high level practice to keep up with the growth of cricket at the school (In the nets both inside and outside when the electricity is run to the nets – April/May),</p> <p>Evidence: technique. https://www.researchgate.net/publication/229572855_Bowling_Machine_A_Boon_or_Bane_in_Cricket_Science</p>
Barriers to learning	Increase PP engagement and participation in school teams
Priority 3 M Year 7 Active Stars programme	<p>For year 7 inactive PP pupils to increase their aerobic and local muscle endurance to enable them to feel more confident about exercise and improve health prospects through lunchtime sessions. With a focus on core stability, balance and posture, confidence, self-esteem and increase strength incrementally. Progress can be measured via monitoring mass, BMI and track the progress of each child as they improve.</p> <p>Evidence: Huge range of evidence that activity aids health!</p> <p>https://www.nhs.uk/live-well/exercise/exercise-health-benefits/#:~:text=What-ever%20your%20age%2C%20there's%20strong,%2C%20stroke%2C%20and%20some%20cancers.</p>
Barriers to learning	PP pupils beep test score on average lower than non PP
Projected spending	£29, 540

Monitoring and implementation

Area	Challenge	Mitigating action	Review
Financial support	Supporting PP students	<p>Online Financial Assistance form created on school website</p> <p>Creation of Student Services Manager from Sep 2020 to liaise on FSM support when PP pupils self-isolate</p> <p>MAT Finance staff on site 2 days a week</p> <p>Racket Cubed project to provide food support</p>	<p>Weekly review in welfare meetings</p> <p>Overview Easter 2021</p>
Emotional Support (SEMH)	Supporting PP students and their families	<p>Sep 2020 Wellbeing Hub set up</p> <p>Creation of well-being@gmgs.walsall.sch.uk e-mail address</p>	<p>Weekly review in welfare meetings</p> <p>Overview Easter 2021</p>

		<p>SEMH QR codes self-referral form placed in year zones for students to remotely access SEMH support</p> <p>PP lead has school mobile phone, number widely shared through parental communications</p>	
Teaching	Lesson Observations	Watch a colleague scheme, SLT Lesson observations and feedback, Review of embedding Key Stage 3 curriculum overhaul	<p>SLT review every lesson observation cycle</p> <p>Curriculum Group meeting half termly</p>
Targeted support	Year 11 Revision/Exam support	Mock feedback analysis, Daily, before school subject specific support and general support sessions	<p>Bi-weekly meetings with Head of Year 11</p> <p>Termly Pastoral Triad</p>
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	Termly PP Governor meeting and review LBG meetings
Wider strategies 2	Sharing of good PP practice	MAT PP meeting half termly with MAT schools and MAT director for social mobility to review local/national context and current PP literature findings	Half termly MAT PP meetings

Review: last year's aims and outcomes

Aim	Outcome
<p>To improve PP literacy skills and encourage a love of reading and promote cultural capital and book ownership amongst some PP families</p>	<p>BookTrust's BookBuzz scheme was ran. All Year 7 pupils chose their own book.</p> <p>"It was a huge success and there was a real sense of excitement and anticipation as we waited for the books to arrive. The boys all seemed thrilled with their books, and several – in spite of the number of times I explained the scheme to them – were genuinely surprised that they got to keep the books!"</p> <p>Quantitative data is hard to establish given the closure of schools in March 2020, comparing the borrowing figures from Year 7s – Y11s from the period Sept 2nd to March 24th, we can see that the Y7s borrowed a significantly higher number of books than the other year groups:</p> <p>Year Group Number of books borrowed</p> <p>Year 7 2920, Year 8 2618, Year 9 1849, Year 10 1235, Year 11 528,</p> <p>It is difficult to put this down to any one factor, and indeed Year 7s traditionally borrow more books than the older students; however, anecdotally, the gift of a BookBuzz book inspired a huge number of this year group to seek out more books, and, more importantly, to enjoy reading. HEW Librarian.</p>
<p>Academic focus on improving standards for PP learners through QfT as well as prioritised support and stretch and challenge for PP learners</p>	<p>SLT lesson observations focussed on vulnerable pupils, following twilight training on vulnerable pupils. Prioritised booking for PP students for Year 7 and 11 academic reviews, all parents' evening and additional SEMH and pupil support</p> <p>Coaching group CPD on T and L and vulnerable pupils as well as MPQSL teacher research into PP and other vulnerable groups</p>
<p>Key Stage 3 curriculum overhaul to eliminate Cultural capital deficit through a knowledge rich, academically challenging curriculum.</p>	<p>All subjects undertook Key Stage 3 curriculum overhaul, with SoWs explicitly having content to support and develop disadvantaged learners and vulnerable pupils</p>
<p>Embed PP CPD through raising profile of PP pupils and helping staff address these pupils' specific needs. Encourage staff to champion PP pupils through greater knowledge of them.</p>	<p>3 staff members undertook NPQML with a PP focus.</p> <p>Weekly coaching group and Teacher Talk focussed on QfT through evidence informed practice. Staff CPD library updated in SCR and Research Snapshots released every 2 weeks.</p>

	Attendance at Conferences such as Closing the Gap and Making Pupil Premium Count–did not occur due to the lockdown Staff PP Champions did not occur and will be looked at being relaunched in a different format next year
Year 11 Exam support/revision skills through Elevate Education	Did not occur due to lockdown
Tuition to be provided for English and Maths for pupils in most need	Did not occur due to lockdown
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-weekly meetings, closer tracking through SIMS and CPOMS	Assistant Head meetings with Heads of Year bi-weekly, meeting template focus on vulnerable groups (persistent absence, attendance, behaviour and achievement), also weekly staff briefings and Head of Year updates to form tutors focus on behaviour and achievement Data TBC
To improve the mental well-being of all of our students including those from disadvantaged backgrounds.	Sep 2020 Preparations and Setting up of Welfare Hub and new pastoral roles created, Student Services Manager, Assistant Head of Year 7 and Pastoral Support Assistant Part time SEMH increased hours from 2 days per week to 4 days per week to provide additional SEMH during lockdown All PP student provided with a key staff worker during lockdown who kept in regular contact Safeguarding lead, SEMH and Safeguarding and Welfare Officer provided mobile phone numbers for Vulnerable pupils and families during lockdown and continue to use these Summer safeguarding provided over the summer holidays whereby pupils and families were kept in regular contact with (26% PP Pupils)
Music Tuition for PP students – to enable disadvantaged students to afford the extra-curricular music tuition.	All PP pupils who applied were supported, uptake of this was not high though.
Pastoral Uniform Budget	All Year 7 parents did receive a uniform voucher to spend on school uniform/games kit

Funding for Academic Trips/Extra-curricular trips	All trips from March 2020 did not occur due to Covid 19 However Parents did apply for funding for academic trips up to the maximum value of £100 for trips that were due to happen
Supporting development of cultural capital for PP students	All trips from March 2020 did not occur due to Covid 19 Ongoing
Yr 11 Exam Kits	GCSE exams did not occur
To ensure that there is continued equality for all students	Covid 19 has halted this somewhat although: Headmaster has discretionary fund to support pupils Online Financial Support Assistance Form accessible through the school website Use of Alumni to support trips, as occurred in Feb 2020 on SERN trip whereby PP pupils supported
Additional CEIAG support	Covid 19 has caused Parents' evenings to go online, option added to gain CEIAG advice through individual appointments during parents' evenings