

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Queen Mary's Grammar School, Walsall
Number of pupils in school	1263
Proportion (%) of pupil premium eligible pupils.	15.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Years 7-13 2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Richard Langton
Pupil premium lead	Nicola Youngman
Governor / Trustee lead	Tim Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,600
Recovery premium funding allocation this academic year	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	TOTAL £132,525 (Budget from DFE £131,725)

Part A: Pupil premium strategy plan

Statement of intent

How does our strategy support the ethos and values of the school?

- As a school our core values are:
 - Courage – facing new challenges with determination & resilience
 - Respect – for yourself & tolerance of others
 - Equality – opportunities for all, whilst recognising & celebrating diversity
 - Discipline – developing personal responsibility
 - Integrity – to be honest, sincere, reliable & selfless
 - Teamwork - stronger together
- Our curriculum will be “academically ambitious and accessible to all”

This brings together our overall aim which is “for all pupils to reach their potential and participate fully as valued members of our community, irrespective of background or family circumstance.”

What are our ultimate objectives for our disadvantaged pupils?

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected rates of progress.
- To ensure the pandemic does not impact disadvantaged pupils further.

We are looking to challenge common barriers such as:

- Digital divide between disadvantaged and non-disadvantaged pupils.
- Attendance and punctuality challenges and the more frequent behaviour difficulties of our disadvantaged pupils. (Whilst being sensitive to the impact of the pandemic e.g.: bereavement.)
- More complexity of family situations.
- Greater prevalence of disadvantaged pupils with SEMH.

How does our current pupil premium strategy plan work towards achieving those objectives?

- Ensure that our teaching and learning meets the needs of all disadvantaged pupils.
- Ensure that we make appropriate provision for all vulnerable pupils, ensuring meeting the social needs of disadvantaged pupils not only their academic needs.

- Recognising that disadvantaged pupils may have a mixture of needs requiring a cohesive response to planning provision and measuring outcomes.
- We recognise that not all disadvantaged students are registered or qualify for PP funding. Therefore, we reserve the right to allocate additional funding to support any pupil or groups of pupils in school that have been identified as being disadvantaged.

What are the key principles of our strategy plan?

A range of provisions that the school considers making for disadvantaged learners that would include and not be inclusive of:

- Ensuring all teaching is effective and is experienced and accessed fully by all pupils.
- Dedicated pastoral support at all stages of the pupil journey throughout school.
- To ensure that all pupils have an opportunity to express themselves through structured conversations and regular consultation.
- The allocation of targeted resources and provisions for pupils where an identified need has been recognised.
- Funding support to enable disadvantaged pupils to participate fully in all aspects of school life.

How will our recovery premium be put to use?

- The recovery premium money will be allocated to subject and pastoral leads to allow them to support and to develop the full potential of pupils, irrespective of disadvantage.
- We will be focussing initially within the 2 core subjects, Maths and English to link in with challenge number 2 and 3.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improving attendance and punctuality for disadvantaged pupils in KS3
2	Narrow attainment gap in Maths APS between disadvantaged and non-disadvantaged pupils.
3	Narrow attainment gap in English between disadvantaged and non-disadvantaged pupils.

4	Increase opportunities for parental engagement with school.
5	Bursary learners, who aren't making expected progress, are supported to achieve in line with or better than non-bursary learners.
6	Re-launching the "QM Experience" and ensuring the tracking and involvement of disadvantaged pupils in co-curricular activities

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
1. For attendance and punctuality of our disadvantaged pupils to be no lower than the attendance for our non-disadvantaged pupils.	<ul style="list-style-type: none"> • AHT and EWO attendance and punctuality data will show disadvantaged pupils are in line with or better than non-disadvantaged pupils. • Prompt registers taken and calls home to families promptly who have an absent child without reason. • Heat maps will be used by the HOY and Ass. HOY to identify early patterns which will result in following the ladder of support and sanctions created by Assistant Head leading attendance.
2. For disadvantaged pupils to achieve in line or exceed their non-disadvantaged peers in Maths.	<ul style="list-style-type: none"> • GCSE KS4 data for Maths will show performances in line with or exceeding non-disadvantaged pupils. • Pupil voice will indicate that our disadvantaged pupils will have developed a more positive and confident approach to Maths. • Internal monitoring and evaluation of Maths curriculum and teaching will identify progress in impact.
3. For disadvantaged pupils to achieve in line or exceed their non-disadvantaged peers in English.	<ul style="list-style-type: none"> • End of year and GCSE data for English will show performances in line with or exceeding non-disadvantaged pupils. • Pupil voice will indicate that our disadvantaged pupils will have developed a more positive and confident approach to English. • Internal monitoring and evaluation of English curriculum and teaching will identify progress in impact. • Our disadvantaged pupils will have opportunities to own their own book.

	<ul style="list-style-type: none"> • For our disadvantaged pupils to actively engage with DEAR time during the school week.
4. For parents to have increased opportunities to effectively engage with the school to gain information about support and to communicate their opinions about their child's needs and challenges.	<ul style="list-style-type: none"> • Responses and feedback from the parental consultation survey will indicate the utilisation of increased engagement opportunities provided for parents to communicate with school. • Parent voice will be identified in the provision made for their child which will aim to both identify barriers and diminish the difference between disadvantaged and non-disadvantaged pupils.
5. For bursary pupils to achieve in line or exceed their non-bursary peers during their A Level journey.	<ul style="list-style-type: none"> • KS5 attainment data will show performances for Bursary pupils are in line with or exceeding non-bursary pupils who were not making expected progress. • Co-curricular mapping will identify engagement from bursary pupils. • Attendance and punctuality data and will show bursary pupils progress is in line with or better than non-bursary pupils. • Sixth form team data will outline support opportunities available to bursary pupils who are not making expected progress.
6. For disadvantaged pupils to be able to experience all aspects of cultural capital available at QMGS with the re-launching of the "QM Experience" and ensuring the tracking and involvement of disadvantaged pupils in co-curricular activities	<ul style="list-style-type: none"> • Evidence of the full QMGS extra-curricular programme available for all pupils across the academic year. • Robust methods of tracking involvement of pupils in co-curricular activities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activities this year: Resources directly allocated for teaching and staff support for disadvantaged learners = £87,000

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and education: Launch of our T&L Framework:</p> <ul style="list-style-type: none"> • Structures and routines. • High quality teacher instruction. • Inclusivity. • Cognitive load • Activating prior knowledge / retrieval 	<p>EEF SEND review (March 2020)</p> <p>D.Sobel and S. Alston, The Inclusive Classroom (Bloomsbury Education 2021)</p> <p>T. Sherrington, The Learning Rainforest (John Catt Educational 2017) and blogs</p> <p>EEF Cognitive Science in the Classroom: a review of the evidence.</p>	2,3 & 5
<p>Ongoing CPD to improve teachers' awareness of vulnerable pupils within the community and how to support them in their classrooms.</p>	<p>Vulnerable groups continue to be a focus in SLT learning walks. New staff Induction Watch a colleague scheme</p> <p>Research shows that effective CPD helps children succeed and teachers thrive. https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</p>	2,3 & 5
<p>Blended learning approaches.</p>	<p>With ongoing COVID, the approach to teaching must remain flexible and include a blended teaching and learning approach. The school recognises the benefits of establishing a blended learning curriculum. Remote learning statement</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely</p>	2,3 & 5

T& L good practice Leads	Expansion of T+L good practice leads from 2 to 4 posts. Aim: To promote the use of evidence informed, HQT practice amongst colleagues; to help facilitate pedagogical professional development at QMGS; to become an instructional coach as part of the QMGS Coaching group. <i>Dylan William, "Every teacher needs to improve, not because they are not good enough, but because they can be even better."</i> Sutton trust report	2,3, 5 & 6
Technology support to eliminate a digital divide	Lockdown highlighted the technology need of disadvantaged pupils who were most likely not to have access to digital devices suitable to engage fully with their learning. Digital divide blog We need to ensure the disadvantaged pupils can communicate a need to us to then respond to, so they have access like their non-disadvantaged peers.	2,3,4 and 5
The launch of Mint Class	A web-based platform that allows teachers to monitor, record and analyse attendance data, attainment data, behaviour data, create seating plans and gain valuable information about pupils for teachers to get to know them and help them build positive relationships. It helps teacher's organisation and overview their teaching day. https://www.mintclass.com/ <i>"MINT class is transforming how schools visualise and utilise student information! Helping improve teachers' efficiency and giving them more time to focus on teaching."</i>	1,2,3,4 &5

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

Budgeted cost: £23,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
The launch and use of Bounce to gain parental and pupil voice to inform provision.	Bounce is an online mental health and wellbeing platform designed for schools, helping you to easily measure wellbeing. https://www.bouncetogether.co.uk/ Parental Engagement +4 EEF parental engagement	4, 5 & 6
Subject based mentoring opportunities	EEF (+4) Small group tuition Individualised instruction EEF EEF Mentoring EEF Peer tutoring	2,3 and 5
Subject based revision and study support	EEF Mentoring +2 EEF metacognition +7	2,3 & 5

	Resources and interventions to allow pupils to be able to look and effectively use specific strategies for their planning, monitoring, and evaluating their own learning.	
HOY team and Pastoral team support. Attendance overview, challenge and support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 Supporting attendance, high challenge, high support.	1,2,3,4,5
Support from welfare hub teams – SEMH	EEF TA intervention +4 EEF SEMH learning +4	5,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance - transport costs to and from school.	EFF attendance https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Gov attendance document	1 & 6
Access to support through non-profit charity - Food hampers	https://www.trusselltrust.org/news-and-blog/latest-stats/ “Record 2.5 million emergency food parcels given to people in crisis in the past year as the Trussell Trust calls for governments at all levels across the UK to commit to developing a plan to end the need for food banks once and for all.”	4
SEMH support	EEF TA intervention +4 EEF SEMH learning +4	1,4,5
Pastoral Uniform support	EEF Uniform Even though uniform continues to score low on the EEF toolkit, as a school, having the right uniform, good quality, right size is a very important factor for our pupils’ identity and inclusion.	1,4 & 5
Extra- curricular opportunities including but not limited to CCF, Farchynys. Increase cultural capital experiences.	EEF Collaborative learning Collaborative learning approaches +5	1,4,5 & 6
CEIAG support	EEF aspiration interventions	2,3,4, & 5

Encourage a love of reading and books	Book Buzz expansion to years other than Year 7 EEF Reading comprehension strategies +6	2,3,5
Social opportunities and collaborative learning	Break and lunch year group activities. EEF Collaborative learning +5	1,5
Music Tuition	EEF arts participation +3 EEF 1:1 tuition +5	1,4,5

Total budgeted cost: £ 132,525

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Overview from the previous PP lead.

Vulnerable learners profile continues to be **raised** and **informing practice** through the use of SLT learning walks, Teach meets, data systems explicitly tracking, T&L good practice leads, Departments SoW and planning, HoD meetings, Pastoral triad meetings, SLT meetings, prioritised parents' evening appointments, additional CEIAG advice, increased Pastoral staffing (Assistant Heads of Year 7 and 8 with a focus on Vulnerable learners), LGB meetings.

The creation of **IT support** and systems for vulnerable learners, with 67 laptops and 80 SIM data cards being sourced and issued where needed during the lock down periods, specific IT support being obtained through Lockdown surveys.

Vulnerable families having the opportunity to gain support via the Racket Cubed project, FSM support and becoming a Black Country Food Voucher holder.

Support offered with Uniform to purchase and also a preloved Uniform initiative introduced.

Lost property systems set up with the help of the student services manager.

Vulnerable pupils and their families communicated with regularly during the lock down periods and increased opportunities for the pupils to attend school during this time.

Vulnerable pupil list updated weekly through Safeguarding and Pupil updates

SEMH support prioritised (and increased with an increase in SEMH staff hours) and continued during holiday periods, through lock down and in school.

Regular contact with the PP Governor who remained abreast of current/future changes.

Summer school August 2021, a week of academic introduction, pastoral care, sport and transition activities, 85% of year 6 PP students attended

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
n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The cohort of PP students has been growing since 2019 as the school has expanded it's PAN.

School has been successful in recruiting larger numbers of disadvantaged students through the local outreach programmes.