

Pupil premium strategy statement 2022-2023 (Year 2)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (Year 2)
School name	Queen Mary's Grammar School, Walsall
Number of pupils in school	1312
Proportion (%) of pupil premium eligible pupils.	18.67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Years 7-13 2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£169,420
Recovery premium funding allocation this academic year	£49,590.00
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 £219.010

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.
- In 2022-23 to ensure the current cost of living challenges 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 current cost of living challenges)
- 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	Continue to improve attendance and punctuality for disadvantaged pupils across the whole school.

2	Continue to narrow attainment gap in Maths APS between disadvantaged and non-disadvantaged pupils.
3	Continue to narrow attainment gap in English between disadvantaged and non-disadvantaged pupils.
4	Continue to 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	Embed 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.

	<ul style="list-style-type: none"> • 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. • 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: **22-23 = £127,065**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **22-23 = £13,600**

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, <i>The Inclusive Classroom</i> (Bloomsbury Education 2021)</p> <p>T. Sherrington, <i>The Learning Rainforest</i> (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>T& L good practice Leads</p>	<p>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.</p> <p><i>Dylan Wiliam, "Every teacher needs to improve, not because they are not good enough, but because they can be even better."</i></p> <p>Sutton trust report</p>	2,3, 5 & 6

Technology support to eliminate a digital divide	<p>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.</p> <p>Digital divide blog</p> <p>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.</p>	2,3,4 and 5
Embed Mint Class	<p>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.</p> <p>https://www.mintclass.com/</p> <p><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></p>	1,2,3,4 &5
Increase the available support during KS3 swimming sessions.	<p>Extra support for swimming is needed as students coming into Year 7 and current Year 8 have little swimming experience.</p> <p>Individualised Instruction</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p>	1 & 6

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

Budgeted cost: 22-23 = £34,800

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

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
Encourage a love of reading and books	Book Buzz expansion to years other than Year 7 EEF Reading comprehension strategies +6	2,3,5
Online tutoring availability	1:1 tutoring, either face to face or online to support students who have been identified by pastoral team or subject leads. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3,4,5

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

Budgeted cost: 22-23 = £43,545

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

<p>Extra- curricular opportunities including but not limited to CCF, Farchynys. Increase cultural capital experiences.</p>	<p>EEF Collaborative learning Collaborative learning approaches +5</p>	<p>1,4,5 & 6</p>
<p>CEIAG support</p>	<p>EEF aspiration interventions</p>	<p>2,3,4, & 5</p>
<p>Social opportunities and collaborative learning</p>	<p>Break and lunch year group activities. EEF Collaborative learning +5</p>	<p>1,5</p>
<p>Music Tuition</p>	<p>EEF arts participation +3 EEF 1:1 tuition +5</p>	<p>1,4,5</p>

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 2021 to 2022 academic year.

Pupil Premium Strategy Review 21-22

Part B

Though the Academic Year (September 2021) started with the COVID pandemic continuing to impact the everyday life of QMGS, as a school we felt it important to re-launch our ethos and values and the “QMGS Experience”.

From the very start of term, the staff body ensured that they worked consistently and with determination to deliver our academic and ambitious curriculum and ensure it was accessible to all our students.

As the COVID restrictions subsided, the school community fully embraced the opportunities open to them once again to ensure that all students were able to engage fully with our vision and the “QMGS Experience”.

This evaluation is of year 1 of the 3-year Pupil Premium strategy. We want to ensure we correctly support our most vulnerable students as well as the wider community of Queen Mary’s where necessary and appropriate. Some initiatives are in the early stages or have been hampered in previous years by the COVID pandemic and so we must allow time for them to embed fully. Despite this, we are starting to see an impact as outlined below.

Attendance (Challenge 1)

Attendance, punctuality, behaviour, and attitudes to learning are consistently outstanding. Where our high expectations are not met, a graduated approach is implemented to challenge students to improve.

COVID continued to impact the attendance data but as a school the pastoral teams worked consistently to understand and remove barriers alongside building positive relationships with students and families. The appointment of an Assistant Head of Year 7 and now 8 ensured that the attendance of those two year groups was above non-PP students.

Across the whole school (Year 7-13), the attendance data for PP students was above the non-PP cohort. Year 7 and 8 saw the data for PP students being higher than non-PP students.

Attainment (Challenge 2 &3)

We have exceptionally high but realistic expectations for all student groups, including PP and SEND. All student groups follow our challenging KS3 curriculum and rigorous academic GCSE and A level pathways. This is exceptionally well-suited to the majority of our pupils’ future academic aspirations. We know this because 85% of all PP Year 11 students continued at QMGS to study A Levels.

87% of all Year 13 bursary students embark upon a wide range of university degree courses after Sixth Form.

The ambitious curriculum is consistently and expertly implemented across all subjects by specialist teaching staff. We know this because lesson observations and pupil work consistently show excellent levels of pedagogical subject knowledge, as do regular Trust led QA visits.

Teachers are developing inclusive classrooms that allow all pupils, including vulnerable learners, to excel. This is demonstrated in SLT led observations, vulnerable learner focused lesson observations, book look programme and pupil voice.

An ambitious, challenging curriculum is studied by all pupils including SEND and PP which is adapted on a case-by-case basis so that individual needs of pupils are met. As a result, the large majority of SEND and PP pupils typically achieve well at GCSE and A Level and make strong progress at KS3.

Two of our challenges outlined in this Pupil Premium strategy focus on narrowing the attainment gap between PP and non-PP pupils in both Maths and English. Our PP pupils have achieved well in both English and Maths this academic year. Across the year groups of year 7 to 11, all year groups have achieved higher in both subject areas than non-PP pupils compared to their estimated grades. If not, the gap was minimal, and had been reduced. The small Year 11 pupil premium cohort all achieved a grade 6 or above in Maths except one outlier student which, in such a small cohort, lowered the overall average score.

As a school, departments are refining medium term planning across the school and the early impact of this work is that teachers know their SEND and PP pupils well and are building strong relationships both in and out of the classroom.

Parental engagement (Challenge 4)

The school engages effectively with pupils and others in the community, including parents. QMGS has a positive and respectful school culture in which staff know and care about pupils, evidence obtained from alumni, student, staff and parental surveys which are carried out regularly. Parents are encouraged to communicate with us following parents' evenings via an online form.

This past academic year, we have taken every opportunity to meet face to face with our families by holding information evenings for Year 7 and 12. The re-introduction of the new year 7 induction afternoons in the summer term were also an opportunity to start building relationships early, identifying barriers and starting conversations.

Sixth from bursary learners (Challenge 5)

Our coherently planned and sequenced A-Level curriculum is highly ambitious and appropriately prepares our academically aspirational Sixth Formers to embark upon their chosen post-18 pathways. We know this because 87% of our Year 13 bursary students successfully embark upon degree courses or degree apprenticeships directly after leaving the school.

This school is highly ambitious for all its students, including Bursary and vulnerable student groups. A-Level attainment across the cohort, is consistently in the highest quintile, nationally, including bursary and SEND students. Departmental curriculums have been tailored to ensure that common misconceptions, retrieval opportunities and SEND adaptations, including development of greater independence, are all built-in to meet individual needs.

The ambitious A-Level curriculum is consistently and expertly implemented to help students to remember more, cumulatively over time and across all subjects. We know this because lesson observations and student work consistently show excellent levels of pedagogical subject knowledge, as do regular Trust-led QA visits.

Summer 2022 data evidenced that the Bursary students achieved higher than non-bursary students in Year 12. Year 13 bursary students were marginally below non-bursary students.

The communication with Bursary students will continue to be developed this coming year through an online application process which will enable a more transparent approach.

Alongside this, the sixth form pastoral team has been re-structured which will enable greater opportunities for the pastoral team to build positive relationships with the bursary and vulnerable students and in turn ensure the right students are getting the right support at the right time.

QMGS Experience (Challenge 6)

The school offers a wide and diverse range of provision for students' personal development that is threaded throughout the taught and wider curriculum. For example, departments offer a range of enrichment and co-curricular opportunities, students participate in a broad programme of visits and residential, and the house system promotes charitable activities. We want students to enjoy their time at the school and explore a wide range of different activities.

Participation by PP and SEND cohorts has been favourable this last academic year compared to whole school data, with some pleasing successes. The staff cohort have worked hard during the year to encourage and support participation, particularly for PP students.

Two international trips were able to take place which were part of 77 activities that took place across the year despite the Autumn term 2021 still being impacted by COVID restrictions. The whole of Year 7 were once again able to attend the residential week during the summer term at Farchynys.

100% of Year 7 students under the umbrella of PP engaged with an activity, closely followed by 93% of Year 10 students. Overall, 78% of PP students engaged with activities available to them across 2021-2022.

The students gave highly positive feedback and recognised how involvement has an impact on their personal development. Many subjects sequence the activities in parallel with the taught curriculum and there is minimal variation in take up by PP and SEND student groups.

We are further improving our tracking systems to ensure all students take part in a full range of co-curricular provision and can articulate the benefits it has for them.

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.