

Pupil premium strategy statement 2023-2024 (Year 3)

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 3)
School name	Queen Mary's Grammar School, Walsall
Number of pupils in school	1346
Proportion (%) of pupil premium eligible pupils.	21.40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Years 7-13 2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£207,000
Recovery premium funding allocation this academic year	£55,200
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 £262,200

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.”

QMGS is part of the Mercian Trust where one of the three ‘Big Moves’ focuses on social mobility and justice.

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.
- In 2023-24 to continue 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 and/or vulnerable.

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.
- **23-24:** Introduction of Welfare Services roles within the Welfare Hub.
- Embedding online tuition opportunities for students in KS4.

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	Continue to 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. • 23-24: The introduction of Welfare Services roles within the Welfare Hub.
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.

<p>3. For disadvantaged pupils to achieve in line or exceed their non-disadvantaged peers in English.</p>	<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. • For our disadvantaged pupils to actively engage with DEAR time during the school week.
<p>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.</p>	<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.
<p>5. For bursary pupils to achieve in line or exceed their non-bursary peers during their A Level journey.</p>	<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.
<p>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</p>	<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.

Teaching (for example, CPD, recruitment and retention)

Activities this year: Resources directly allocated for teaching and staff support for disadvantaged learners: 23-24 = £155,250

Further budgeted costs for this section: 23-24 = £13,000

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 William, "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. This will be provided by Aqualympics.</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: 23-24 = £35,300

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>	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
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 online tutoring delivered by Maze. For students who have been identified by pastoral team or subject leads. The focus for the online sessions for students in Maths, science and English. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,3,4,5
Department support strategies for vulnerable students.	Support for departments to organise and oversee their own methods and strategies for students to help them develop independent learning strategies and expanding in and out of lesson opportunities. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
CEIAG support	EEF aspiration interventions Working closely with the careers lead has enabled us to prioritise careers interviews for all disadvantaged/vulnerable students in year 10, 11 and 12. We hope to expand this offer to other year groups. The use of Unifrog also help us inform the students of post 16 and 18 options. Work experience has also been a priority and will continue to be expanded and embedded this academic year.	2,3,4, & 5
Music Tuition	EEF arts participation +3 EEF 1:1 tuition +5	1,4,5

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

Budgeted cost: 23-24 = £59,250

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." This will be part of the new Community Hub initiative.	4
SEMH support	EEF TA intervention +4 EEF SEMH learning +4	1,4,5
Pastoral School uniform and sports kit 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
Social opportunities and collaborative learning	Break and lunch year group activities. EEF Collaborative learning +5	1,5
LAMDA sessions support	Arts participation EEF (educationendowmentfoundation.org.uk) +3 Oral language interventions EEF (educationendowmentfoundation.org.uk) +6	1,3,6
Free Breakfast	Extending school time EEF (educationendowmentfoundation.org.uk) +3 The school day is not extended as such but breakfast bagels are offered every morning for free to all students to set them up for the day correctly. This may encourage students to come into school on time to get a bagel.	1

Assistant HOY roles	Year 7-11 now have a HOY and an Assistant HOY. Their role is to focus on supporting the disadvantaged students and to help build relationships with families, identify barriers such as attendance and collaborate to help remove or reduce the barriers.	1,4
Welfare Services role	<p>New roles for 2023-2024 to help build positive relationships with families and students. To help identify barriers and find ways together to remove or lower the barriers. One of their main roles will be to work with Ass. HOY to identify and target students with attendance concerns.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4</p> <p>The role is not necessarily a TA but they will work with students and families.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) +4</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>They will also be overseeing the new Community Hub</p>	1,2,3,4,5,6

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 2022 to 2023 academic year.

Pupil Premium Strategy Review 22-23

Part B

This was year two of our three-year Pupil Premium strategy, and we remain committed to supporting our most vulnerable students and the broader Queen Mary's community. This year, we focused on solidifying our "QM Experience" and proudly achieved an Outstanding OFSTED status.

October 2023 Progress 8 data was **0.52** with progress 8 for disadvantaged pupils being **0.07**. The gap between non-disadvantaged and disadvantaged was **-.45**.

Challenge 1: Improving Attendance and Punctuality for Disadvantaged Pupils

In the past year, attendance, punctuality, behaviour, and attitudes to learning consistently achieved robust levels. Students demonstrated commitment, with attendance at **94.86%** for Pupil Premium (PP) students and **95.10%** for non-PP students. PP attendance was lower in each year group but by less than 1%, except for Year 12, where the difference was nearly 2%.

Similar patterns were observed with Free School Meals (FSM) students, with their attendance consistently lower than non-FSM students, but again, all close to just a **1%** difference.

Our pastoral teams have been instrumental in understanding and removing barriers to attendance and punctuality with the appointment of Assistant Heads in KS3 and KS4 further contributing to minimising the gap between PP and non-PP students.

Challenges 2 and 3: Narrowing Attainment Gaps in Maths and English

In our pursuit of academic excellence, together, we tackled the challenges of narrowing the attainment gaps in Maths and English for disadvantaged pupils (PP). OFSTED recognised our commitment, specifically highlighting progress in English and Maths: "In English, for example, leaders plan the curriculum coherently to support progression from Year 7 into the sixth form. Teachers carefully select texts that will inspire a love of reading and expand pupils' experience of a diverse range of authors. Pupils, including those who find reading more difficult, develop the knowledge and skills they need to be confident, fluent readers. In mathematics, for example, leaders sequence learning highly effectively so that pupils remember previous learning. Consequently, they are well prepared for next steps or the next phase in their learning, including A levels and university."

High yet attainable expectations are set for all student groups, including PP and those with Special Educational Needs and Disabilities (SEND). They follow challenging KS3 and rigorous GCSE and A-level pathways, with **62%** of PP Year 11 students continuing to study A Levels.

Furthermore, **58%** of Year 13 bursary and PP students pursue university degrees or gap years, affirming our students' diverse academic aspirations.

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.

OFSTED affirmed our consistent high expectations for SEND and disadvantaged pupils, marking our success in increasing the proportion of disadvantaged pupils while maintaining high standards for all. This reinforces our dedication to academic excellence and equity.

Challenge 4: Increasing Parental Engagement

At Queen Mary's Grammar School (QMGs), we pride ourselves on nurturing a positive and respectful school culture, where both staff and parents play a vital role. This commitment is reaffirmed through various channels, including alumni, student, staff, and parental surveys that we conduct regularly.

To encourage open and effective communication, parents are encouraged to share their feedback with us following parents' evenings through an online form. This direct feedback mechanism ensures that we remain attentive to the concerns and suggestions of our parents, fostering a sense of collaboration and trust.

Over the past academic year, we've seized every opportunity to connect with our families in person. Information evenings were organised for Year 7, 10, and 12 students and families. The reintroduction of the Year 7 induction afternoons in the summer term has been instrumental in building early relationships, identifying potential barriers, and initiating vital conversations between the school and parents.

Our website now includes dedicated sections about the Welfare Hub and available support for students and families. This complements our Community Hub, which offers pre-loved uniforms and food hampers to those in need. Our efforts have yielded results, helping nearly **100** families with uniforms, providing food hampers to **30** families during holidays, and supporting over **40** families with laptops for home learning.

Challenge 5: Supporting Bursary Learners for Academic Success

Our A-Level curriculum is carefully planned and ambitious, preparing our Sixth Formers for their post-18 pathways. Evidence of our success includes **58%** of Year 13 Pupil Premium (PP) students and **55%** of Bursary students directly embarking on degree courses or apprenticeships post-graduation.

Our A-Level curriculum continued to be consistently and expertly implemented. In Summer 2023, data showed PP students almost in line with non-PP students, with a slight difference of **-0.3** versus **-0.2**. Bursary students achieved well, with **-0.6** compared to **-0.2**.

Communication with Bursary students was streamlined through an online application process. Pupil feedback revealed that this approach was preferred by 100% of them. One student emphasised the impact of the bursary on their educational journey, stating, ***"It significantly helped with costs and improved confidence in my subjects due to the lots of opportunities I was able to have."***

Additionally, a restructured sixth form pastoral team continues to enhance relationships with all vulnerable students, ensuring tailored support at the right time.

Challenge 6: Embedding the "QM Experience" and Co-Curricular Involvement

Our commitment to the "QM Experience" remains strong as we ensure all students, including disadvantaged pupils, enjoy diverse co-curricular activities. Throughout the past academic year, departments provided enrichment and co-curricular opportunities, promoting personal development. Participation of Pupil Premium (PP) and SEND cohorts improved compared to school-wide data. Notably, **100%** of Year 7, Year 9, and Year 12 PP and SEND students engaged in co-curricular activities. **77%** of all PP students and **85%** of SEND students participated in trip and co-curricular activities across the academic year. We continue to enhance our tracking systems, ensuring all students actively participate and understand the benefits.

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.