

# Pupil premium strategy statement 2024-2025 (Year 1 of 3)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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 1)
School name	Queen Mary's Grammar School, Walsall
Number of pupils in school	1380
Proportion (%) of pupil premium eligible pupils.	23.99% in all years
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Years 7-11 – 260/901 students Year 12-13 – 71/479 students
Date this statement was published	December 2024 (approved by Governors)
Date on which it will be reviewed	November 2025
Statement authorised by	Richard Langton/LGB
Pupil premium lead	Nicola Youngman
Pupil premium assistant lead	Rachael Mohan
Governor / Trustee lead	Tim Lawrence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,000

# Part A: Pupil premium strategy plan

## Statement of intent

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

### **Pupil Premium Strategy: Intent**

At our Grammar School, we are committed to delivering an *academically ambitious and accessible curriculum* for all students, ensuring that every pupil—regardless of background—can thrive, achieve, and prepare for life beyond school. With a student body that is approximately 30% Pupil Premium across Years 7-11, our strategy focuses on fostering an inclusive environment that meets the diverse needs of all students and enhances their academic, personal, and social development.

### **Core Principles**

Our strategy is grounded in our *core values*, which guide our daily practices and long-term goals:

- **Courage** – Empowering students to face new challenges with determination and resilience, ensuring they can overcome barriers to learning.
- **Respect** – Promoting self-respect and tolerance for others, creating an inclusive culture where diversity is celebrated.
- **Equality** – Ensuring opportunities are accessible to all, recognizing and supporting the unique needs of every student.
- **Discipline** – Encouraging personal responsibility and high standards in behaviour and learning.
- **Integrity** – Cultivating honesty, sincerity, reliability, and a sense of selflessness within our school community.
- **Teamwork** – Strengthening bonds through collaboration, knowing that we are stronger together.

### **Curriculum Vision**

We believe in delivering an *ambitious curriculum* that provides both academic rigor and accessible pathways for all students. Our approach ensures that:

- All pupils, including those eligible for Pupil Premium, can access *excellent educational opportunities* that cater to their aspirations and abilities.
- Our engaging and inspiring curriculum, designed by subject specialists, prepares students for life beyond school, whether in *post-16 and post-18 pathways*, with a focus on academic excellence, employability, and personal growth.

- Students are equipped with the knowledge, skills, and resilience needed to succeed in an ever-changing world, fully prepared for *adulthood* and the challenges they will face.

## Holistic Development

Our school fosters a *sense of belonging* where every student feels valued. Through our *House system*, built on the pillars of being *Generous in approach*, *international in outlook*, *academic in purpose*, and fostering a *spirit of enterprise*, we strive to:

- *Increase opportunities and improve outcomes* for Pupil Premium students by ensuring they have access to extracurricular activities, leadership roles, and enrichment programs.
- Enhance *communication and relationships* between school and families, recognising that strong partnerships are essential for student success.
- Continue developing students' *skills and experiences* beyond the classroom, providing opportunities that nurture their individual talents and interests.

## Removing Barriers to Learning

We are committed to removing any obstacles that may hinder our students' progress. This includes:

- Addressing the *digital divide* by building and enhancing digital support systems, ensuring that all students can engage with learning both in school and at home.
- Providing tailored interventions and support that help students overcome specific challenges they may face, whether academic, emotional, or social.

## Atomic Habits

To help all students, including those eligible for Pupil Premium, reach their full potential, we instil a set of *atomic habits* that encourage responsibility and high expectations:

- Always give 100% to the teacher and the task at hand.
- Be on time, fully equipped, and ready to learn.
- Strive for excellent attendance, as being present in school is key to success.
- Show respect to all staff and peers, demonstrating courtesy, consideration, and cooperation.
- Take pride in appearance by wearing the correct uniform and showing respect for the school environment.

## Our Motto

Our school motto, '*Quas dederis solas semper habebis opes*'—"It is what you give that you will keep as eternal riches"—encapsulates our belief in the power of generosity,

hard work, and commitment to others. We seek to instil these values in every student, enabling them to contribute positively to society.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and Punctuality:</b> To improve attendance and punctuality for disadvantaged students across the whole school. Although the attendance of disadvantaged students is above the non-disadvantaged students overall (except current year 8 and 13 pupils). Punctuality is an area we would like to focus on for the first time to ensure the gap is closing. Disadvantaged students have 2.9% late marks compared to 2% for non-disadvantaged. In every year group the lates for disadvantaged learner is higher than non-disadvantaged learners.
2	<b>Engagement with learning:</b> To increase the percentage of Pupil Premium students following atomic habits and achieving higher Attitude to Learning (ATL) grades, tracked through termly assessments in line with reporting system.
3	<b>Attainment:</b> Continue to narrow the attainment gap across all subjects, with particular focus on English for Pupil Premium students, focusing on individual progress. This is because we recognise every pupil has a different starting point when entering Queen Mary's and focus should be on progress made in relation to STAR grades.
4	<b>Parental engagement:</b> To build parental engagement opportunities through participation in meetings, workshops, and regular communication. As there is room for improvement with the Pupil Premium parental engagement. In a recent survey sent out to Pupil Premium parents, 24% completed it. We would like more opportunities for parents to visit the school site and have online resources on the website for those who would struggle to attend.
5	<b>Multi-Vulnerabilities:</b> To identify and provide tailored support for all disadvantaged students with multi-vulnerabilities (e.g. SEND, young carers, EAL, Acedmically vulnerable etc.) to help them succeed. We have identified that our learners often have additional responsibilities coupled with SEND and we want to make sure we are engaging with these students early to put the support in place for them to thrive in their learning environment.

## 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
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1. Improve attendance and punctuality for disadvantaged students in all years.	By the end of 2026-2027 attendance data should be in line with national average and punctuality in line with peers.
2. To decrease the number of behaviour points disadvantaged students receive in relation to atomic habits and increase the attitude for learning grades.	By the end of 2026-2027 we will see the number of behaviour points decrease for disadvantaged students which in turn should stabilise the AFL grades. This will be tracked through Edulink and SIMS data to help identify students who need additional support to engage fully with their learning.
3. To improve attainment and progress scores in all subject areas, especially English for all disadvantaged students considering their starting points.	Embedding the Teaching and Learning framework to support teachers with strategies in the classroom. Closing the attainment gap between disadvantaged and non-disadvantaged students. Focus should be on progress made in relation to STAR grades.
4. To improve engagement with Pupil Premium parents by offering more ways for them to participate in their child's education, both in person and online. This will help build stronger partnerships between parents and the school, leading to better support for students.	Increase PP parent survey responses from 24% to 50%. Build the attendance of PP parents at in school events by offering more bespoke events. Increase the engagement of PP parents at online parents' evenings.
5. To ensure that all disadvantaged students with multiple challenges (like SEND and home responsibilities) receive personalised support early on, enabling them to succeed academically and feel supported in their learning environment.	Identify all disadvantaged students with multiple needs at the start of each term. Track the progress of these students across the terms. in academics or well-being each term. Gain student voice to ensure they feel supported and confident in their learning.

## 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. The direct spend we have this year is **£68,500**.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £205,500 from main Pupil Premium budget and £8,000 direct spend.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Quality first teaching and education through our T&L Framework:	<a href="#">EEF SEND review</a> (March 2020) D.Sobel and S. Alston, The Inclusive Classroom (Bloomsbury Education 2021)	2,3,5

<ul style="list-style-type: none"> <li>• <b>Structures and routines</b></li> <li>• High quality teacher instruction.</li> <li>• Inclusivity.</li> <li>• Cognitive load</li> <li>• Activating prior knowledge / retrieval</li> </ul>	<p>T. Sherrington, The Learning Rainforest (John Catt Educational 2017) and <a href="#">blogs</a></p> <p><a href="#">EEF Cognitive Science in the Classroom</a>: a review of the evidence.</p> <p>This year we launched the behaviour escalation strategy in September 2024 which will help improve the structure of the classroom environment. Alongside this, we are adopting the use of common language and prompts within the classroom environment. This is all to help improve the <b>structures and routines</b> area of the Teaching and learning framework.</p> <p><b>(Teaching staff)</b></p>	
<p>Ongoing CPD to improve teachers' awareness of vulnerable students 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. <a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a> <b>(SLT and teaching staff)</b></p>	<p>2,3,5</p>
<p>Microsoft training</p>	<p>To help staff improve their understanding and use of Microsoft 365 which in turn will help students engage fully with their learning both in and outside of the classroom. Overseen by Mr Kolaric and Mr Lally. This is the second year we are focussing on this training element. <a href="#">Microsoft Learn: Build skills that open doors in your career</a> <b>(Teaching staff)</b></p>	<p>1,2,3,5</p>
<p>T&amp; L good practice Leads</p>	<p>Continuation of appointing T+L good practice leads. 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> <a href="#">Sutton trust report</a> <b>(T&amp;L Lead and SENDCo)</b></p>	<p>1,2,3,5</p>
<p>Technology support to eliminate a digital divide</p>	<p>To continue to bridge the technology divide using the Microsoft forms processes on our website and support from the Welfare Services manager. 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. <a href="#">Digital divide blog</a> <b>(Head of Computing, Welfare Service Manager and PP Lead)</b></p>	<p>1,2,3,4,5</p>
<p>Embed EduLink and develop school website</p>	<p>24-25 sees the full roll out of EduLink as a school information platform that streamlines data for administration, planning, and communication. <b>(SLT and school community)</b></p>	<p>3,4,5</p>

<p>Increase the available support during KS3 swimming sessions.</p>	<p>Continue to support the need for additional teachers for swimming which is needed as students coming into Year 7 and current Year 8 have little swimming experience. This will be provided by Aqualympics.</p> <p><u><a href="#">Individualised Instruction</a></u></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> <p><b>(Deputy Head, Head of Games/PE, PP Lead, Games department)</b></p>	<p>1,2,5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,500 direct spend.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Bounce surveys.</p>	<p>Full school roll out for the second year of the wellbeing survey through the Bounce platform. This helps us to easily measure wellbeing.</p> <p><u><a href="https://www.bouncetogether.co.uk/">https://www.bouncetogether.co.uk/</a></u></p> <p>Parental Engagement +4</p> <p><u><a href="#">EEF parental engagement</a></u></p> <p><b>(Pastoral teams, SLT, Commuting department, Welfare Teams)</b></p>	<p>1,2,5</p>
<p>Subject based mentoring opportunities</p>	<p>EEF (+4) Small group tuition</p> <p><u><a href="#">Individualised instruction EEF</a></u></p> <p><u><a href="#">EEF Mentoring</a></u></p> <p><u><a href="#">EEF Peer tutoring</a></u></p> <p><b>(HODs, subject teachers, Associate SLT “Student mentoring)</b></p>	<p>1,2,3</p>
<p>Subject based revision and study support</p>	<p><u><a href="#">EEF Mentoring</a></u> +2</p> <p><u><a href="#">EEF metacognition</a></u>+7</p> <p>Resources and interventions to allow students to be able to look and effectively use specific strategies for their planning, monitoring, and evaluating their own learning.</p> <p><b>(PP Lead, Associate SLT PP, Welfare Services manager, pastoral teams, subject departments)</b></p>	<p>1,2,3</p>
<p>HOY/Assistant HOY and Pastoral support</p>	<p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></u> +6</p> <p>Supporting attendance, high challenge, high support.</p> <p><b>(Pastoral Teams, SLT, Welfare Teams, Attendance officer)</b></p>	<p>1,2,3,5</p>
<p>Support from welfare hub teams – SEMH and SEND</p>	<p><u><a href="#">EEF TA intervention</a></u> +4</p> <p><u><a href="#">EEF SEMH learning</a></u> +4</p> <p><b>(Pastoral Teams, SLT, Welfare Teams, Attendance officer)</b></p>	<p>1,5</p>

Encourage a love of reading and books	Continue the Book Buzz experience for all year 7 and expand where possible to other year groups.  <a href="#">EEF Reading comprehension</a> strategies +6  <b>(English department and Library resource manager)</b>	2,3
Department support strategies for vulnerable students.	Ongoing 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.  <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>  <b>(HOD and subject teachers, SLT and PP Lead, Welfare teams)</b>	1,2,3,4
CEIAG support	<a href="#">EEF aspiration interventions</a> 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. A newly appointed careers advisor will also help improve the profile of careers and the opportunities for all our students. <b>(Careers Lead, Careers advisor and Send, PP and Careers assistant, pastoral teams)</b>	2,4,5
Music Tuition	Ongoing support for students to have music lessons via subsidised support and support purchasing instruments where possible. <a href="#">EEF arts participation</a> +3 <a href="#">EEF 1:1 tuition</a> +5 <b>(Music department, SEND, PP and Careers assistant)</b>	1,2,3
Speech Link Screeners	For the second year, all students in Year 7 will complete the online Speechlink Screeners to identify any barriers to their learning. This information can help inform teachers to make the necessary adjustments within their classrooms. <a href="#">Secondary Language Link - SLCN support for Secondary students</a> <b>(Mercian trust SALT team, SENDCo, PP Lead, English department, computing department, all departments and teachers)</b>	3,5

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

Budgeted cost: £45,000 direct spend.



Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Attendance Officer	<p>A new role which started on October 2024 to work alongside the pastoral team and EWO to help oversee and improve attendance.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a>  <a href="#">Attendance interventions rapid evidence assessment   EEF</a>  <a href="#">Working with Parents to Support Children's Learning   EEF</a>  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a></p> <p><b>(Attendance officer and Welfare services manager, pastoral teams and welfare teams)</b></p>	1,2,3,4
Supporting transport costs to and from school.	<p>To continue to develop the support available for families with the cost of public transport to and from school.</p> <p>EEF attendance  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="#">Gov attendance document</a>  <b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant)</b></p>	1,2,4
Access to support through non-profit charity - Food hampers.	<p>Through our community hub, continue to build relationships with charities so we are then able to help families regularly through the year with food hampers.</p> <p><a href="https://www.trusselltrust.org/news-and-blog/latest-stats/">https://www.trusselltrust.org/news-and-blog/latest-stats/</a>  “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.”</p> <p>This will be part of the new Community Hub initiative.</p> <p><a href="#">Home - Queen Mary's Grammar School</a> – Welfare and support section.  <b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant)</b></p>	1,4,5
SEMH support	<p>Through the teams in the Welfare Hub and outside support from Reflexions and WPH, continue to support students with any wellbeing challenges that could be a barrier to their engagement with school life.</p> <p><a href="#">EEF TA intervention</a>+4  <a href="#">EEF SEMH learning</a> +4  <a href="#">Reflexion Mental Health Team, Walsall</a>  <a href="http://wphcounselling.org/Support.htm">wphcounselling.org/Support.htm</a>  <b>(Welfare teams)</b></p>	1,2,5
Pastoral School uniform and sports kit support	<p>Through our community hub, continue to build relationships families so they know what support is available such as pre-loved uniform and sports kit.</p> <p><a href="#">EEF Uniform</a></p>	1,2,4

	<p>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 students identity and inclusion.</p> <p><a href="#">Home - Queen Mary's Grammar School</a> – Avenues of support section.</p> <p><b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant, Clive Mark)</b></p>	
<p>Extra- curricular opportunities including but not limited to CCF, Farchynys.</p>	<p>This is an area that we continue to build so that there is no barrier to students who want to attend any extra/co-curricular activities. We continue to build systems to ensure that the right communication is shared with students and families and support is put in place where possible to allow students to experience what is on offer outside of the classroom.</p> <p><a href="#">EEF Collaborative learning</a></p> <p>Collaborative learning approaches +5</p> <p>Increase cultural capital experiences.</p> <p><b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant and Co-curricular SLT, trip leaders, QMGS staff body, Foundation Bursary)</b></p>	1,2,3,4,5
<p>LAMDA sessions support</p>	<p>Another year sees the call for LAMDA sessions grow. Support available for any pupil premium student who wishes to participate to do so.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> +3</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> +6</p> <p><b>(English department, SEND PP and careers assistant)</b></p>	1,2,5
<p>Free Breakfast</p>	<p>For the 4<sup>th</sup> year, we continue to have free bagels for any student from the canteen every morning between 8am and 8.30am.</p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> +3</p> <p>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.</p> <p><a href="#">National School Breakfast Programme - Family Action</a></p> <p><b>(PP lead, Welfare services manager, canteen staff and support staff)</b></p>	1,2,3,5
<p>Welfare Services manager role</p>	<p>For the second year, we continue 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><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> +4</p> <p>The role is not necessarily a TA but they will work with students and families.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4</p> <p><a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5

	They will also be overseeing the Community Hub <b><i>(Welfare services manager and assistant, attendance officer, pastoral and welfare teams)</i></b>	
Bursary student support	The appointment of the Pupil Premium assistant lead (extended SLT) will help us to have a clearer oversight of our bursary learners. With the support of the Welfare Services manager and attendance officer, we hope tailored support and intervention from the team will ensure the right support is in place throughout their A Level journey. <b><i>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant and Co-curricular SLT)</i></b>	

# 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 2023 to 2024 academic year. (Please note that PP stands for Pupil Premium)

### Introduction

This report marks the completion of the third and final year of our **three-year Pupil Premium (PP) Strategy**. Our six key challenges remained at the heart of our efforts to ensure that all students, regardless of background, have access to an ambitious, inclusive education. Throughout 2023-24, we maintained our focus on:

- Improving attendance and punctuality.
- Narrowing the attainment gap in English and Maths.
- Ensuring a challenging, inclusive curriculum for all.
- Increasing opportunities for parental engagement with the school.
- Supporting bursary learners to achieve their full potential.
- Offering a broad, enriching personal development programme for all pupils.

Below is an overview of our year at Queen Mary's Grammar School.

### Challenge 1: Attendance and Punctuality

We continued to prioritise **attendance and punctuality** through close collaboration between pastoral teams and families. We are pleased to report:

- **PP attendance was 92.91%**, slightly higher than non-PP attendance at **92.50%**.
- **Years 8, 9, 10, and 13** had PP attendance in line with non-PP peers.

However, **Year 7 attendance was lower**, with **83.67% for PP students**, compared to **88.93%** for non-PP students. We hope the appointment of our attendance officer (October 2024) will help bring the attendance up for all years by working closely with our families.

#### Key Interventions:

- **Transport to and from school support:** £5,000 spent (up from £2,000 last year) to help families remove barriers to attendance.
- **Breakfast Bagels:** 30% of the daily uptake was from PP pupils, ensuring they started the day ready to learn.
- **Community Hub:** Continued to offer **pre-loved uniforms** (helping 82 families) and **food hampers** (42 families supported, up from 30).

### Challenge 2 & 3: Attainment in English and Maths

#### GCSE Performance:

We are pleased with the continued **improvement in the attainment gap** at GCSE, especially in English and Maths:

- **All PP students achieved Grade 6 or above in Maths** (100%).
- **Maths APS:** 0.86 for PP vs. 0.91 for non-PP.
- **English Language APS:** -0.42 for PP vs. -0.62 for non-PP.
- **English Literature APS:** -0.58 for PP vs. -0.61 for non-PP.

Additional highlights:

- **14 students** improved their grades from mock exams, and **9 PP students** achieved grades at or above their APS targets.
- **60% of PP students in Year 11** progressed to our Sixth Form (slightly down from 62% last year).

We expanded **1:1 online tuition through Maze Tuition** to **50 students** (up from 25 last year), using **£11,504.50 of Recovery Premium funding** to support this.

#### **Challenge 4: Parental Engagement (RAG: Amber)**

Although we continued to build relationships with families, **engagement remains an area for improvement**, particularly in **Years 8 and 11**.

**Key Achievements:**

- **Uniform Support:** We helped with £8,500 for Year 7 families and £8,100 for Year 10 families to ease the financial burden.
- **Face-to-face events:** The school held transition and induction evenings for Year 7, 10 and Year 12 to strengthen early engagement.
- **Community Hub:** Mrs. Hill's team supported families with **pre-loved uniforms and food hampers**, ensuring access to essential resources through the use of Microsoft forms on our school website in the parents and students section, welfare and support.

Next Steps:

- Explore **additional digital tools** to further engage parents and increase participation across all year groups.

#### **Challenge 5: Supporting Bursary Learners**

Our A-Level outcomes for bursary learners highlighted areas for development:

- **APS for PP students:** -0.8 compared to -0.2 for non-PP.
- **APS for bursary students:** -1.2 compared to -0.1 for non-bursary students.

We recognise the need for **greater academic and pastoral support** to improve outcomes for bursary learners, especially at A-Level. However, **9 bursary students improved their grades from mock exams**, demonstrating the potential for success with the right support.

## Post-18 Destinations:

- **16 PP students** progressed to university, including **4 studying medicine** and **1 starting an apprenticeship**.
- **67% of Year 13 PP students** embarked on university courses (up from 58% last year).
- **46% of bursary students** progressed to university (down from 55%), with 25% opting for a gap year.

## Key Actions:

- **Online bursary system** streamlined the access to support for 56 students (up from 35 last year).
- The **Sixth Form pastoral team** alongside the Bursary team and attendance officer will review attendance and engagement strategies to better support our bursary learners.

## Challenge 6: Enrichment and Personal Development

Our students continued to benefit from a wide range of **enrichment and co-curricular activities** that foster personal development. Participation among PP and SEND students remained high:

- **78% of PP students** engaged in activities across the year.
- **100% of Year 7 PP students** participated in at least one activity.
- **23,000 pounds spent on trips and activities** (up from £8,000 last year).

We also supported:

- With the cost of **1:1 music lessons** for 30 students and support for **LAMDA sessions**.
- We helped fund **Aqualympics support at KS3 at £4,000**, ensuring inclusivity in extracurricular activities.

Students consistently gave positive feedback, reflecting on how these opportunities helped build **confidence, teamwork, and new skills**.

## Conclusion

This final year of our **three-year strategy** has seen continued progress in several key areas, especially in **attendance, GCSE attainment, and personal development opportunities**. However, challenges remain—particularly in **A-Level outcomes** for bursary learners and **parental engagement**, which will be a focus moving forward.

Over the course of the past three years, QMGS has made significant progress in ensuring that all students—regardless of background—have access to a high-quality education and enriching personal development opportunities. Our **ambitious and inclusive ethos** has been reflected in **academic outcomes, attendance, and participation**, with many students achieving success in both their GCSEs and A-Levels.

We are proud of what we have achieved so far but remain committed to **continuous improvement**. Moving forward, we will build on the foundations established through this strategy to ensure that every student at QMGS can **thrive, achieve, and grow**.

## 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
1:1 online tuition	Maze Tuition

## 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.