

# Pupil premium strategy statement 2025-2026 (Year 2 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 2)
School name	Queen Mary's Grammar School, Walsall
Number of pupils in school	1399 (7-13) 899 (7-11)
Proportion (%) of pupil premium eligible pupils.	25.73 % in all years (7-13) 19.87% (7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£284,952
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	£284,952

# 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 2.6% late marks compared to 1.89% for non-disadvantaged. In every year group the lates for disadvantaged learner is higher than non-disadvantaged learners except for year 12.
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, Academically 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 **£72,640** (66% of the funding allocation).

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

Budgeted cost: **£141,072.61** from main Pupil Premium budget and **£7,500** 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>Structures and routines</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>Continue to embed the behaviour escalation strategy (Sept 24) 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 structures and routines 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.</p> <p>New staff Induction</p> <p>Watch a colleague scheme</p> <p>Research shows that effective CPD helps children succeed and teachers thrive.</p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p> <p><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.</p> <p><a href="#">Microsoft Learn: Build skills that open doors in your career</a></p> <p><b>(Teaching staff)</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.</p> <p><a href="#">Digital divide blog</a></p> <p><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.</p> <p><b>(SLT and school community)</b></p>	<p>3,4,5</p>
<p>Increase the available support during KS4, Year 11 swimming sessions.</p>	<p>Continue to support the need for additional teachers for swimming within KS4 which is now needed as the lower school come through. This will be provided by Aqualympics.</p> <p><a href="#">Individualised Instruction</a></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>1,2,5</p>

	<i>(Deputy Head, Head of Games/PE, PP Lead, Games department)</i>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£19,000** direct spend.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Bounce surveys.	Full school roll out for the second year of the wellbeing survey through the Bounce platform. This helps us to easily measure wellbeing. <a href="https://www.bouncetogether.co.uk/">https://www.bouncetogether.co.uk/</a> Parental Engagement +4 <a href="#">EEF parental engagement</a> <b>(Pastoral teams, SLT, Commuting department, Welfare Teams)</b>	1,2,5
Subject based mentoring opportunities	EEF (+4) Small group tuition <a href="#">Individualised instruction EEF</a> <a href="#">EEF Mentoring</a> <a href="#">EEF Peer tutoring</a>  To identify and develop the support for the academically vulnerable students within each year and considering the curriculum pathways options within Year 10 and 11. Peer mentoring also being an option from our sixth form peers.  <b>(HODs, subject teachers, Associate SLT "Student mentoring, AV curriculum adaptations)</b>	1,2,3
Subject based revision and study support	<a href="#">EEF Mentoring</a> +2 <a href="#">EEF metacognition</a> +7 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. <b>(PP Lead, Associate SLT PP, Welfare Services manager, pastoral teams, subject departments)</b>	1,2,3
HOY/Assistant HOY and Pastoral support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> +6  Supporting attendance, high challenge, high support. <b>(Pastoral Teams, SLT, Welfare Teams, Attendance officer)</b>	1,2,3,5
Support from welfare hub teams – SEMH and SEND	<a href="#">EEF TA intervention</a> +4 <a href="#">EEF SEMH learning</a> +4 <b>(Pastoral Teams, SLT, Welfare Teams, Attendance officer)</b>	1,5



Encourage a love of reading and books	<p>Continue the Book Buzz experience for all year 7 and expand where possible to other year groups.</p> <p><a href="#">EEF Reading comprehension</a> strategies +6</p> <p><b>(English department and Library resource manager)</b></p>	2,3
Department support strategies for vulnerable students.	<p>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.</p> <p><a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>(HOD and subject teachers, SLT and PP Lead, Welfare teams)</b></p>	1,2,3,4
CEIAG support	<p><a href="#">EEF aspiration interventions</a></p> <p>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.</p> <p>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 increase capacity for careers interviews.</p> <p><b>(Careers Lead, Careers advisor and Send, PP and Careers assistant, pastoral teams)</b></p>	2,4,5
Music Tuition	<p>Ongoing support for students to have music lessons via subsidised support and support purchasing instruments where possible.</p> <p><a href="#">EEF arts participation</a> +3</p> <p><a href="#">EEF 1:1 tuition</a> +5</p> <p><b>(Music department, SEND, PP and Careers assistant)</b></p>	1,2,3
Speech Link Screeners	<p>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.</p> <p><a href="#">Secondary Language Link - SLCN support for Secondary students</a></p> <p><b>(Mercian trust SALT team, SENDCo, PP Lead, English department, computing department, all departments and teachers)</b></p>	3,5
My Tutor	<p>To continue to develop the relationship with My Tutor 1:1 online tuition support for vulnerable learners in KS4.</p> <p><a href="#">One to one tuition   EEF</a> +5</p> <p><b>(Welfare services manager, HOY and Curriculum leads)</b></p>	
Axiom Maths	<p>Axiom Maths provides a structured and enriched mathematics curriculum for secondary school students, focusing on developing their mathematical thinking and expanding their mathematical curiosity. The program is designed to support high-attaining</p>	



	<p>students, particularly those from disadvantaged socio-economic backgrounds, in their mathematical journey. To start in September 2025. Funding through Axiom Maths directly.</p> <p><a href="#">Small group tuition   EEF</a> +4  <a href="#">Mastery learning   EEF</a> +  <i>(Mrs Mohan, Miss Tariq, Mr Willis)</i></p>	
Sparx Reader	<p>Sparx Reader is a digital reading platform designed to enhance literacy skills and encourage reading for pleasure among secondary school students. It combines personalized reading experiences with regular comprehension checks, helping students develop strong reading habits through consistent practice. To be fully introduced in September 2025.</p> <p><a href="#">Feedback   EEF</a> +6  <a href="#">Individualised instruction   EEF</a> +4  <a href="#">Mastery learning   EEF</a> +5  <a href="#">Oral language interventions   EEF</a> +6  <a href="#">Reading comprehension strategies   EEF</a> +7  <i>(Mr Dryhurst and the English department)</i></p>	

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

Budgeted cost: **£46,140** 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>  <i>(Attendance officer and Welfare services manager, pastoral teams and welfare teams)</i></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>EFF attendance  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="#">Gov attendance document</a></p>	1,2,4

	<b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant)</b>	
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></p> <p>“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.</p> <p><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</p> <p><a href="#">EEF SEMH learning</a> +4</p> <p><a href="#">Reflexion Mental Health Team, Walsall</a></p> <p><a href="http://wphcounselling.org/Support.htm">wphcounselling.org/Support.htm</a></p> <p><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> <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>	1,2,4
Extra- curricular opportunities including but not limited to CCF, Farchynys.	<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

LAMDA sessions support	<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="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> +3</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> +6</p> <p><b>(English department, SEND PP and careers assistant)</b></p>	1,2,5
Free Breakfast	<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="https://educationendowmentfoundation.org.uk">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
Welfare Services manager role	<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="https://educationendowmentfoundation.org.uk">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="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> +4</p> <p><a href="https://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>They will also be overseeing the Community Hub</p> <p><b>(Welfare services manager and assistant, attendance officer, pastoral and welfare teams)</b></p>	1,4,5
Bursary student support	<p>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.</p> <p><b>(PP lead, Associate SLT (PP), Welfare services manager, SEND PP and careers assistant and Co-curricular SLT)</b></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 **2024 to 2025** academic year. (Please note that PP stands for Pupil Premium)

### Introduction

This review marks the completion of Year 1 of our new three-year Pupil Premium (PP) Strategy (2024–2027). Our five key challenges remain central to our efforts to ensure all students, regardless of background, have access to an ambitious, inclusive education. Throughout 2024–25, we maintained our focus on the following areas:

### Challenge 1: Attendance and Punctuality

Improving attendance and punctuality remained a key priority this year, supported by strong collaboration between pastoral teams, the attendance officer, and families. Our data reflects encouraging progress:

- Pupil Premium attendance rose to 93.91%, up from 92.91% in 2023–24, narrowing the gap with non-PP students to just 0.49%.
- FSM attendance reached 94.00%, closely aligned with non-FSM peers at 94.35%, showing a minimal gap of 0.35%.
- Overall school attendance stood at 95.3%, exceeding the median for similar schools, and our persistent absence rate of 10.1% placed us in a strong comparative position.
- Attendance for students eligible for FSM and those on the SEND register was higher than similar schools, reflecting the impact of targeted support.
- Notably, attendance from Monday to Wednesday mornings consistently outperformed similar schools, demonstrating the effectiveness of our routines and support systems.

To support students in feeling ready for the school day and encourage punctuality:

- We continued offering free breakfast bagels every morning in the canteen.
- A structured start to the day was maintained through form time registration, assemblies, reading sessions, and curriculum-based activities.
- Students were welcomed daily by members of the SLT, extended SLT, and the attendance officer, reinforcing a culture of belonging and consistency.
- A high challenge, high support model was in place for lateness, ensuring clear expectations and compassionate follow-up.

Additional support included:

- Transport cost contributions, which increased as the year progressed.
- The Community Hub continued to provide pre-loved uniforms and food hampers, helping students feel equipped and confident to attend school.

- Punctuality (late to school) data for:
- 2023-24 – 2.9% for disadvantaged learners, 1.99% for non-disadvantaged learners.
- 2024-25 – 2.6% for disadvantaged learners, 1.89% for non-disadvantaged learners.
- Improvement of 0.3% for disadvantaged learners and 0.1% for non-disadvantaged learners. Gap has closed by 0.2% from last year.

Based on the review, we will continue this as part of our ongoing strategy.

## **Challenge 2: Engagement with Learning**

Fostering strong engagement with learning continues to be a priority, particularly for our disadvantaged students.

### **Attitude to Learning and Behaviour**

- KS3 Attitude to Learning (ATL) grades for PP students were in line with their peers, reflecting positive engagement and consistency in classroom behaviour.
- At KS4, ATL grades for PP students were lower, with nearly half receiving at least one grade C in a subject area. This highlights the need for continued support and targeted intervention as students' progress through the school.
- A sustained focus on reducing behaviour points and improving ATL grades has been supported through pastoral interventions, mentoring, and the use of platforms like EduLink to track and respond to student needs.
- The reasons that students gain behaviour points is the same across all years for PP and non-PP. The Main reasons are for talking in lessons and for Year 11 onwards, it is for missing homework.

### **Student Voice: KS4 Exit Survey (June 2025)**

To better understand the student experience and attitudes to learning, we conducted a Year 11 exit survey. The feedback was overwhelmingly positive and provided valuable insights:

- 83% of students felt pastoral support had been useful during their GCSE journey.
- 90% felt prepared for their examinations, with 86% confident in their revision methods.
- 89% strongly agreed that there was a reasonable range of extracurricular activities available.
- 91% said they would recommend QMGS to others, reflecting a strong sense of belonging and satisfaction.
- 77 students responded (43% of the cohort), providing a meaningful sample of feedback to inform future planning.

Based on the review, we will continue this as part of our ongoing strategy and continue to respond to the data.

## Challenge 3: Attainment

Raising attainment for disadvantaged and academically vulnerable (AV) students remained a central focus this year, and our data reflects encouraging progress across both GCSE and A-Level cohorts.

### GCSE Performance

- 36 Pupil Premium (PP) students in Year 11 improved their grades from mock exams, demonstrating strong academic growth.
- 69% of PP students progressed to Sixth Form, a notable increase from 60% last year.
- All 17 AV students improved their grades, with 3 continuing into Sixth Form and only 1 requiring an English resit. All passed Maths.
- 10 PP students ranked among the top 50 in Year 11, showcasing high achievement within the cohort.
- The My Tutor online support programme for AV and PP students delivered over 80 lessons, with 92.86% positive feedback and 90.1% average attendance—well above the national average of 60%.

While students performed well in Maths (gap to STAR grades:  $-0.2$ ), English results showed a wider gap ( $-1.0$ ), indicating an area for continued focus and support.

### A-Level Performance

- 88% of Year 13 PP students progressed to university, up from 67% last year, including 3 studying Law and 2 Medicine. One student secured an apprenticeship, and 4 are taking a gap year or finalising plans.
- 29 out of 35 bursary students met or exceeded their estimated APS, reflecting the impact of targeted academic and pastoral support.
- Year 13 PP students' V STAR score was  $-0.2$ , closely aligned with non-PP peers ( $0.1$ ), and many exceeded expectations across subjects.

### Wider Attainment Trends

- Year 12 PP students achieved in line with non-PP peers, which is encouraging and suggests strong foundations for future success.
- In KS3 and KS4, attainment gaps remain more pronounced, particularly in Year 10 where PP students averaged  $-1.5$  compared to  $-1.1$  for non-PP.
- AV students continue to perform below their peers, as expected, but their identification and support remain a priority.

We are committed to identifying these students early and working collaboratively with families, teaching staff, and support teaching staff to ensure they receive the guidance and interventions needed to thrive. Our goal remains to help every student—regardless of background—achieve their best possible outcomes and prepare confidently for adulthood and next steps.

Based on the review, we will continue this as part of our ongoing strategy and continue to respond pro-actively to the data.

## Challenge 4: Parental Engagement

Strengthening relationships with families—particularly those eligible for Pupil Premium—remained a key focus this year. We made meaningful progress in building trust, improving communication, and increasing opportunities for engagement.

- A parent survey was sent to all PP families (256 in Years 7–11), with 62 responses. The feedback directly informed the development of our new PP strategy and helped shape our priorities for the year.
- We hosted more face-to-face information events than in previous years, including dedicated sessions in September for Years 7, 10, and 12, and continued events for Years 9 and 11 throughout the year.
- A bespoke Sixth Form Open Evening slot was created for our Year 11 cohort, allowing PP students and families to explore post-16 options in a quieter, more personalised setting before the wider event began.
- The Community Hub continued to play a vital role in supporting families with pre-loved uniforms, food hampers, and access to financial support, helping to remove practical barriers to engagement.

We also made strides in identifying and connecting with hard-to-reach families, though this remains an area for ongoing development. Despite prioritising bookings and offering flexible formats, online parents' evening attendance data shows that PP families are still less likely to attend compared to non-PP peers:

- Year 10 (2024–25): 13.21% of PP families did not attend vs. 8.39% of non-PP.
- Year 8: 27.59% non-attendance for PP vs. 11.20% for non-PP.
- Year 9: Interestingly, PP families had slightly better attendance (20%) than non-PP (22.07%).

These figures suggest that while our efforts are having an impact, we need to explore alternative, more relaxed and accessible ways to engage PP families, including informal drop-ins, community events, and tailored communication strategies.

Overall, we are proud of the progress made in building stronger partnerships with families and remain committed to ensuring every parent feels informed, supported, and welcomed into the school community.

Main points from Parental Survey:

- **School Meals & Social Experience:** Parents appreciate the meal provision but suggest enhancing portion sizes and variety to better meet students' needs, while also acknowledging that some students prefer packed lunches for social flexibility.



- **Student Engagement:** Many students enjoy school life, actively participating in sports, clubs, and creative subjects, with 85% involved in extracurricular activities that enrich their learning experience.
- **Support & Wellbeing:** While most students have access to study resources and quiet spaces, parents highlight the importance of consistent teacher support and mental health services to boost confidence and motivation.

Based on the review, we will continue this as part of our ongoing strategy but change approach where needed in response to parent voice.

## Challenge 5: Multi-Vulnerabilities

Supporting students with multiple vulnerabilities—including those with SEND, PP, FSM, LAC, AV, and young carers—remains a key priority at QMGS. This year, we continued to strengthen our provision through targeted support, collaborative planning, and a commitment to ensuring every student has a clear pathway forward.

- In Year 11, 13 students were identified as having multiple vulnerabilities. While only 4 returned to Sixth Form, transition planning was prioritised, with follow-up meetings and destination tracking ensuring that all students had confirmed next steps.
- The Year 11 team worked across the Mercian Trust to organise visits for AV students to other Sixth Forms, helping them explore alternative pathways and make informed decisions ahead of results day.
- In Year 13, 12 students were identified as multi-vulnerable, with 8 successfully securing university places, reflecting strong outcomes and effective support.

### Targeted Support and Systems

- Young carers: 24 students were identified this year (up from 18), supported through a newly published Young Carers Policy and ongoing advocacy from Mrs Hill.
- Bursary support expanded significantly, with 66 students accessing funding (up from 56 last year), including 38 in Year 13 and 28 in Year 12.
- SEND students in Year 11 included 6 who were also PP and 3 AV. Of these:
  - 6 did not return to Sixth Form
  - 8 students achieved above their STAR grades.
  - 9 improved from their mock results.
- The cohort's average point score was 6.55, with 3 students exceeding their APS targets. One student's APS of 3.13 impacted the overall average but was supported throughout.

We continue to work closely with the careers team, offering more careers interviews than ever before to help students explore future pathways and prepare for adulthood. This personalised approach ensures that students with complex needs are not only supported academically but also guided toward meaningful next steps.

We will continue the support for SEND, young carers, and bursary students and continue to build on our PP Pathway Plans.

## Support and Enrichment Overview

- Uniform support: We helped all new year 7 families eligible for PP with credit at Clive Mark and support for the Year 9 into Year 10 PP families.
- The PP budgets continued to help subsidise music and LAMDA sessions for PP students.
- Aqualympics came in to support KS3 swimming lessons
- The library continued with the Book Buzz programme for all Year 7
- Mrs Hill and Mrs Pugh continued to oversee the available technology support.
- Mrs Kang continued to help manage the financial assistance avenue of support.
- Mr Collins introduced the “More Talk More Action” mentor programme.
- Mr Hudson oversees the educational visits and in his end of year report, he stated that there had been 109 visits during the academic year. These involved 83% of pupil, up from 76% last year. PP students receive subsidies of 50% cost up to a max of £100 which has worked well and allowed many more students to attend trip and activities. Engagement for PP students was 83%, the same as non-PP. PP students on average attended 2.07 visits compared to 2,50 for non-PP and for residential visits, PP went ahead at 43% compared to non-PP at 40%.
- The QMGS Foundation Bursary has been able to support 28 students with the cost of trip and school activities.

## Conclusion

The first year of our new three-year strategy has delivered meaningful progress across key areas, including attendance, attainment at both GCSE and A-Level, and support for students with multiple vulnerabilities. Notably, the attendance gap between PP and non-PP students has narrowed further, and more PP students than ever before have progressed to Sixth Form and university—clear indicators of the impact of our targeted support and inclusive ethos.

We have laid strong foundations for future success, with systems now in place to identify and support vulnerable learners earlier, and a growing culture of collaboration across staff, families, and students. While parental engagement and Attitude to Learning at KS4 remain areas for continued focus, we are confident that the strategies we’ve developed will help us move forward with purpose.

## 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	My Tutor

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.