

Pupil premium strategy statement – Queen Elizabeth’s Grammar School

1. Summary information					
School	Queen Elizabeth’s Grammar School, Horncastle, Lincs.				
Academic Year	2017-18	Total PP budget	£ 46,345.00	Date of most recent PP Review	09/17
Total number of pupils	Yrs 7-11 579 Vlth form 214	Number of pupils eligible for PP 2016-17	PP 89 (FSM+6 27 Service P 64 Adopted from care 1)	Date for next internal review of this strategy	09/18

2. Current attainment		
Year 11 (2016-17) - 6 students FSM+6	Pupils eligible for PP at QEGS (FSM+6)	Pupils not eligible for PP (national average)
% achieving 5 A* - C or equiv incl. EM	100%	97.3%
% achieving at least expected progress in English	83.33%	95.5%
% achieving at least expected progress in Maths	66.7%	96.3%
Average Total Progress 8 score	-0.35	-0.13
Average Total Attainment 8 score	57.83	65.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low aspirations re progression to university/careers
B.	Academic achievement in English & Maths
C.	Emotional well-being & low self-esteem
External barriers	
D.	Attendance rates
E.	Challenging family circumstances

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To support PP (disadvantaged) students with ensuring that they can pursue aspirational futures, enabling them to attend universities, including Russell Group universities or if appropriate, to go onto apprenticeships.	Evidence of engagement in internal & external universities/careers events. All PP (disadvantaged) students to pursue post 16 courses which enable them to progress onto aspirational career pathways.
B.	To ensure that PP (disadvantaged) students are individually supported to achieve their school targets, particularly in English & Maths.	All PP (disadvantaged) students to be supported to achieve their individual academic targets at KS3 and to achieve at least 5 A* - C or equivalent (Grades 9 – 4) GCSE grades or equivalent at the end of KS4.
C.	To support PP (disadvantaged) & SP students with personalised emotional support when this is required to overcome barriers for learning.	All PP (disadvantaged) & SP students requiring emotional support to have been given access to appropriate services to ensure that their emotional well-being and resilience, has not prevented them from achieving their academic targets.
D.	To improve overall attendance rates of the PP (disadvantaged) students in line with non PP (disadvantaged) students.	Improved attendance figures for PP (disadvantaged) students.
E.	To provide appropriate support to families of PP (disadvantaged) students in order to ensure that our students are better able to focus on their learning and achievement.	Evidence of external agency involvement where a need has arisen, to ensure that all PP (disadvantaged) students can be sufficiently supported to help them achieve their academic targets. .

5. Planned expenditure					
Academic year		2017-18			
i. Quality of teaching for all & ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. All PP (disadvantaged) students to achieve their individual academic targets at KS3 and to achieve at least 5 A*- C GCSE grades or equivalent at the end of KS4.</p>	<p>Pupil Premium Learning Mentor to regularly liaise with Deputy Headteacher and SENDCO to review termly data and to facilitate appropriate support when required:</p> <ul style="list-style-type: none"> • One-to-one or small group tuition to be instigated for core subjects • TA support to be given in lessons to support individual students. • Peer subject mentors to be engaged if deemed suitable support. <p>ICT provision to be provided for all students who do not have regular access to IT hardware or appropriate software to fully engage in their learning:</p> <ul style="list-style-type: none"> • Loan of a laptop computer or alternative if a need is clearly identified • Subscription to suitable GCSE revision software to assist in examination preparation • Access to all software required for PP students to fully access the school curriculum. 	<p>We aspire to offer an excellent education and learning experience for all of our students. Staff CPD is ongoing to support staff consistent delivery of good and/or Outstanding lessons.</p> <p>EEF toolkit states that evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to normal teaching, and that teachers should monitor progress to ensure that the tutoring is beneficial.</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress.</p> <p>The EEF toolkit states that overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months). Evidence suggests that technology should be used to supplement other teaching. It is unlikely that particular technologies bring about changes in learning directly, but different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback or by motivating students to undertake more practice.</p>	<p>Quality Assurance of teaching and lesson delivery.</p> <p>PP learning mentor to meet once a fortnight with Deputy Head to ensure that students in need of support (financial, academic or emotional) are identified early and appropriate support put into place.</p> <p>Ensure that assessment data is reviewed on at least a termly basis to identify concerns provide intervention at an early stage.</p> <p>Learning Mentor coordinator to be involved with allocation of suitable peer learning mentors.</p> <p>IT technical staff to support with supplying appropriate hardware, software and licences etc.</p>	<p>All SLT support QA</p> <p>Deputy Headteacher Supported by PP Learning Mentor, HOF & HOD's, peer learning mentor coordinator & IT technical staff.</p>	<p>Scrutiny of QA data according to the whole school QA programme.</p> <p>Termly review of data & fortnightly meetings with PP Learning Mentor to ensure that intervention is implemented when need is identified.</p> <p>Review of end of year results to be undertaken in Aug/Sept 2018.</p>

ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Evidence of engagement in internal & external universities/careers events.</p> <p>All PP (disadvantaged) students to pursue post 16 courses which enable them to progress onto aspirational career pathways.</p>	<p>To facilitate Increased involvement of careers staff/advisor.</p> <p>To provide opportunities for Involvement in local university 'First steps for study' programme.</p> <p>To continue to offer opportunities for those in receipt of pupil premium to access the same extra-curricular opportunities as all other students. e.g. music tuition.</p> <p>To ensure all those in receipt of pupil premium have access to funding for curriculum trips, year group trips and for other opportunities where the pupils/students are representing the school.</p> <p>To continue to promote academic achievement.</p> <p>To engage appropriate internal and/or external support for families of PP (disadvantaged) students.</p> <p>To assist in the promotion of social integration.</p>	<p>The EEF toolkit suggests that effective approaches almost always have a significant academic component, suggesting that raising aspirations in isolation will not be effective. The toolkit suggest interventions across 3 broad areas:</p> <ul style="list-style-type: none"> • Interventions that focus on parents and families • Interventions that focus on teaching practice • Out-of-school interventions or extra-curricular activities, sometimes involving peers and mentors. <p>Evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them.</p> <p>The toolkit suggests that targeted interventions matched to specific students can be effective, particularly to older students.</p>	<p>PP learning mentor to meet once a fortnight with Deputy Head to ensure that students in need of support (financial, academic or emotional) are identified early and appropriate support put into place.</p> <p>Ensure that assessment data is reviewed on at least a termly basis to identify concerns provide intervention at an early stage.</p> <p>PP learning mentor to liaise with careers staff/advisor re individual careers interviews or appropriate support.</p> <p>PP learning mentor and DH to maintain regular contact with HOY's to help identify any significant family concerns which are placing barriers to students learning and progress.</p>	<p>Deputy Head Supported by PP learning mentor, HOY team & careers coordinator.</p>	<p>Termly review of data & fortnightly meetings with PP Learning Mentor.</p> <p>Monthly meeting reviews with Careers coordinator to discuss options, destinations of PP students etc.</p> <p>Review of TAC and external agency support, undertaken every term.</p>

<p>D. Improved attendance figures for PP (disadvantaged) students.</p>	<p>Attendance officer to support HOY team and Deputy Headteacher to monitor students and support parents in improving attendance.</p> <p>Monthly attendance reports scrutinised by Deputy Headteacher in collaboration with HOY team.</p> <p>Purchase EWO services to support school in improving attendance.</p>	<p>National and internal data shows the significant impact of poor attendance on attainment and progress.</p> <p>Teaching staff cannot support students to achieve their full potential if they are not present at school – those students with attendance below 90% are missing at least one full day per two week timetable.</p> <p>If a student’s attendance improves, there are also additional benefits re improving peer relationships, confidence and self-esteem etc.</p>	<p>Deputy Headteacher to have daily/weekly contact with attendance office to monitor individual student concerns.</p> <p>Attendance officer produces PP & SP attendance reports monthly but weekly if a concern has been identified. Increased contact with parents to encourage improved attendance. Letters sent out to alert parents re persistent absence etc.</p> <p>Half termly HOY meetings – attendance review on agenda. Monthly meetings with EWO services.</p>	<p>Deputy Head Supported by PP learning mentor, HOY team & attendance officer. Support will also be given by the external EWO.</p>	<p>Monthly review with EWO. Scrutiny & analysis of whole school attendance reports undertaken monthly.</p>
<p>C. All PP (disadvantaged) & SP students requiring emotional support to have been given access to appropriate services to ensure that their emotional well-being and resilience, has not prevented them from achieving their academic targets.</p>	<p>Pupil Premium Learning mentor to regularly liaise with Deputy Headteacher, HOYS and tutors alongside the SENDCO to facilitate appropriate support when required:</p> <p>The ‘Hub’ support area available at break-times and lunchtimes to enable students to easily access support. Peer listening scheme in place to support individual students.</p> <p>HOY team to keep the Pupil Premium learning mentor informed if service families alert school of a parent detachment/overseas deployment etc. Purchase external counselling support to support individual students e.g ‘Healthy Minds’, Counselling, CASY and/or CAMHS.</p>	<p>The EEF toolkit states that on average, Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.</p>	<p>PP learning mentor to meet once a fortnight with Deputy Head to ensure that students in need of emotional support are identified early and appropriate support put into place.</p> <p>HOY to refer individual students as soon as a need has been identified.</p> <p>Regular contact with school counsellor to ensure that adequate and sufficient support is currently in place</p>	<p>Deputy Headteacher supported by PP learning mentor and external counselling services.</p>	<p>Termly review of implemented support but regular meetings with relevant staff to ensure that all known student emotional needs have been given consideration.</p>

	Provide additional pastoral support for all through support groups e.g. LGBTQ+ group, Young carers group, Diana Award Anti-Bullying Ambassadors etc.				
E. Evidence of external agency involvement where a need has arisen, to ensure that all PP (disadvantaged) students can be sufficiently supported to help them achieve their academic targets.	<p>Use of the Early Help Assessment system.</p> <p>Regular meetings and contact with the relevant HOY.</p> <p>Initiation of a TAC process if deemed necessary.</p> <p>Involvement of outside agencies if considered beneficial for the student. E.g. 'Healthy Minds' support, EWO, Early Help workers to undertake family/parent support, targeted youth work, young carers support etc. Other external agencies as a particular need arises.</p> <p>Assistance with purchase of school uniform, educational resources etc.</p>	<p>The EEF toolkit states The impact of parents' aspirations is important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>Although parental involvement is consistently associated with students' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. However, there are also examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation.</p> <p>The EEF toolkit states that There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. National data provides evidence that purchase of uniform can support improved attendance.</p>	<p>4-6 weekly TAC meetings with professional and families.</p> <p>Termly HOY meetings – agenda item.</p>	<p>Deputy Headteacher supported by Pupil Premium Learning Mentor, HOY & tutor team and professionals involved in TAC processes</p>	<p>Early Help Consultant meets with Deputy Headteacher on a termly basis to review ongoing TAC processes and to ensure that sufficient support has been offered and implemented etc.</p>

<p>Total budgeted costs – Contribution to salaries of DH, PP Learning Mentor, SENDCO and HLTA to support individual students. Contributions to school trips, school uniform purchases, funding of music tuition etc. Cost of EWO services/contribution to attendance officer salary/Postal & admin costs Purchase of external counselling services. Purchase of ICT hardware, software licences, subscriptions, access to internet costs etc. If required – costs of training peer learning mentors.</p>	<p>Total £46.345.00</p>
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6. Review of expenditure

<p>Previous Academic Year</p>	<p>2016-17</p>
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i. Quality of teaching for all & ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>													
<p>All PP (disadvantaged) students to achieve their individual academic targets at KS3 and to achieve at least 5 A* - C GCSE grades at the end of KS4.</p>	<p>Individual student support in lessons 1:1 or small group tuition support PP learning mentor support</p>	<p>100% of PP students achieved at least 5 GCSE passes at A*-C grade or higher, including GCSE English and Maths. Non-PP students achieved 97.30%.</p> <p>Average point score for PP students = 464.33, non-PP students = 517.51 (Attendance issues affected performance of some students)</p> <p>Analysis of termly assessment data used to ensure all other students had made at least expected progress.</p>	<p>PP students did not achieve the same levels of progress as non-PP students – individual targeted support to be increased for 2017-18.</p> <table border="1" data-bbox="1357 1042 2033 1369"> <thead> <tr> <th data-bbox="1357 1042 1507 1150"> <p>2016-17</p> </th> <th data-bbox="1507 1042 1742 1150"> <p>% of students making 3+ levels of progress</p> </th> <th data-bbox="1742 1042 2033 1150"> <p>% of students making 4+ levels of progress</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="1357 1150 1507 1193" rowspan="2"> <p>All Year 11 pupils</p> </td> <td data-bbox="1507 1150 1742 1193"> <p>English 94.8%</p> </td> <td data-bbox="1742 1150 2033 1193"> <p>English 60.3%</p> </td> </tr> <tr> <td data-bbox="1507 1193 1742 1236"> <p>Maths 94.8%</p> </td> <td data-bbox="1742 1193 2033 1236"> <p>Maths 69.6%</p> </td> </tr> <tr> <td data-bbox="1357 1236 1507 1273" rowspan="2"> <p>All Year 11 Pupil Premium pupils</p> </td> <td data-bbox="1507 1236 1742 1279"> <p>English 83.33%</p> </td> <td data-bbox="1742 1236 2033 1279"> <p>English 33.3%</p> </td> </tr> <tr> <td data-bbox="1507 1279 1742 1323"> <p>Maths 66.67%</p> </td> <td data-bbox="1742 1279 2033 1323"> <p>Maths 50%</p> </td> </tr> </tbody> </table>	<p>2016-17</p>	<p>% of students making 3+ levels of progress</p>	<p>% of students making 4+ levels of progress</p>	<p>All Year 11 pupils</p>	<p>English 94.8%</p>	<p>English 60.3%</p>	<p>Maths 94.8%</p>	<p>Maths 69.6%</p>	<p>All Year 11 Pupil Premium pupils</p>	<p>English 83.33%</p>	<p>English 33.3%</p>	<p>Maths 66.67%</p>	<p>Maths 50%</p>	<p>£ 33885.84</p>
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<p>All Year 11 Pupil Premium pupils</p>	<p>English 83.33%</p>	<p>English 33.3%</p>															
	<p>Maths 66.67%</p>	<p>Maths 50%</p>															

ii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>All PP (disadvantaged) & SP students requiring emotional support to have been given access to appropriate services to ensure that their emotional well-being and resilience, has not prevented them from achieving their academic targets.</p>	<p>Support from PP learning mentor.</p> <p>External counselling services purchased.</p> <p>Pastoral support systems within school.</p>	<p>CASY provided a counselling report which clearly indicates that counselling sessions had benefitted targeted students.</p> <p>Academic achievement provides evidence of success of this approach.</p>	<p>Counselling services will continue to be provided – use of other internal support services will also be increased as emotional well-being and mental health needs of students continues to increase.</p> <p>Teaching assistants to undertake further CPD to enable them to further support students within school.</p> <p>Pastoral review to be completed during academic year 2017-18.</p>	<p>£ 1980.00</p> <p>£ 10, 154.01</p>

<p>All PP students (disadvantaged) to be supported:</p> <ul style="list-style-type: none"> • with purchase of academic resources to enable them to fully access the school curriculum and prepare for public examinations • to participate with extra-curricular activities e.g. trips, music tuition etc. • with the purchase of school uniform. • by loan of ICT hardware and software subscriptions, licences etc. 	<p>Individual students supported with financial assistance to enable them to fully participate in the school curriculum and extra-curricular activities.</p> <p>Individual students supported by financially assisting with musical instrument hire and individual tuition.</p> <p>Individual students given financial assistance to purchase school uniform and appropriate school equipment.</p> <p>Individual students loaned ICT hardware to enable them to fully participate in the school curriculum.</p> <p>Subscriptions and software licences purchased to give students access to suitable resources and to prepare adequately for their GCSE examinations.</p>	<p>Positive impact on academic achievement & emotional well-being through increased extra-curriculum involvement.</p> <p>Increased engagement of parents and families with school when financial support has been given, resulting in positive outcomes for students.</p> <p>Student's achievement & participation improved when ICT hardware had been provided.</p> <p>Statistics provided by ICT subscription services demonstrate active usage.</p> <p>Pupil premium learning mentor undertook in-school survey to provide evidence of positive impact of these strategies.</p>	<p>Increased number of requests received for financial support with extra-curricular activities etc. Need to ensure parity across all requests, including service student requests.</p> <p>Need to ensure that students fully access music tuition lessons – check on regular attendance at lessons.</p> <p>Allowances for school uniform financial requests revised.</p> <p>ICT hardware returned to school to reissue to PP student.</p>	<p>Visits £ 1888.10</p> <p>ICT licences £ 1347.87</p> <p>ICT hardware £ 265.00</p> <p>Stationary & materials – incl Music tuition £ 2349.82</p> <p>Text books £ 158.41</p> <p>Exam remarks £ 248.87</p> <p>Workshop to support PP students £ 122.70</p> <p>Uniform/Clothing £ 491.83</p> <p>Transport £ 210.00</p> <p>Food £ 4.30</p>
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7. Additional detail

At QEGS, our philosophy is to enable every child to “be the best that they can be” regardless of external factors. To this end, we do not differentiate in terms of access to our provision, but we use the Pupil Premium money to offer services with the aim of diminishing gaps in achievement and ensuring that our Pupil Premium students are both supported & stretched in their learning.

The ‘**Pupil Premium**’ is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and narrow the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, like special schools and pupil referral units.

The rationale behind this extra Pupil Premium funding is that nationally, children in receipt of free school meals do less well at school than their peers. At QEGS, a very small proportion of students are registered for FSM, we keep and analyse data from this group, even though there may be very small numbers. A much higher proportion of our students have a parent in the services, and for these students (Year 7-11), extra funding is intended to help the school cater for any additional emotional or extra-curricular needs that eg deployment may bring about.

Funding for 2017 to 2018

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils (Years – Reception to 6)
- £935 for secondary-aged pupils (Years 7 to 11)

Schools also receive £1,900 for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
 - a special guardianship order
 - a residence order
 - a child arrangement order

In addition the ‘**Service Premium**’ is designed to support children with parents serving in the regular British armed forces.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 6 years
- of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

In each of the financial years 2014 to 2015, 2015-16 and 2016-17 schools each received £300 for each eligible pupil and we will also receive £300 per eligible student for the academic year 2017-18.

Pupil Premium Learning mentor

We appointed a new part-time Pupil Premium Learning mentor in October 2015 to replace the previous post holder, who left for a similar full-time role in a local school. Her role within school includes the following responsibilities:

- To develop and maintain effective and supportive mentoring relationships with Pupil Premium & Service Premium students and all staff engaged with these students within school
- To provide a complementary service throughout the school that enhances existing provision in order to support learning, participation and encourage social inclusion
- To manage the designated Pupil/Service Premium 'nurture' area, ensuring that it provides a safe and supportive environment for all Pupil/Service Premium students
- Work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people

As this member of staff now has additional pastoral responsibilities, part of her role as Pupil Premium mentor is also undertaken by another part-time member of staff of the SEND department.

We have also identified and funded a set number of hours of Learning Support and devoted these to early intervention, catch-up classes, literacy booster classes and extra-curricular support. These are usually provided either one-to-one or in very small groups. Funds have also been used to purchase necessary resources to assist the Pupil Premium students in their additional support sessions. We also purchase additional hours from our Careers Advisor to devote to one-to-one advice.

Pupils for whom QEGS receive Pupil & Service Premium are often more likely to need help in terms of emotional support as well as targeted learning support. In terms of emotional support, a proportion of Pupil & Service Premium money is helped to partly fund a school counsellor from CASY. The Student Council also has a role in identifying needs among the children of service personnel.