

# Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Queen Elizabeth's Grammar School
Number of pupils in school	1102
Proportion (%) of pupil premium eligible pupils	7.53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25
Date this statement was published	Dec 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Al Thornhill
Pupil premium lead	Hazel Phillips
Governor / Trustee lead	Mr Mark Ellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,140
Recovery premium carried forward from previous year (catchup funding)	£35,788
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,351
<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	£163,279

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate aims for our disadvantaged pupils are:

Disadvantaged pupils at Queen Elizabeth's Grammar School achieve qualifications in line with their peers. They attend enrichment activities that enhance their experience of school and raise their aspirations. They receive career advice that stretches the boundaries of what they may have previously considered. Pupil Premium students at Queen Elizabeth's feel well supported emotionally as well as academically.

Our approach will aim to:

- Support disadvantaged pupils academically through early interventions and regular monitoring of their progress.
- Encourage pupils to consider a broad range of future pathways and enrichment opportunities to develop their cultural capital.
- Provide appropriate emotional support for disadvantaged pupils to enable them to attend and engage with the school community.

## Challenges

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

Challenge number	Detail of challenge
1	Addressing the gap of non-FSM +0.20 P8, vs Disadvantaged -0.49 P8. A particular challenge here is focussing on attainment for English -0.67 (disadvantaged) vs +0.13 non-FSM, and maths -0.29 for disadvantaged vs +0.08 non-FSM
2	There are issues with anxiety that impacts on attendance and other emotional wellbeing issues impacting on their integration into the school community. We continue to see serious attendance issues within this group.
3	Discussions around ambition and aspirations for disadvantaged pupils highlights that there is a lack of aspiration and knowledge around future pathways and further education.
4	Observations and discussion with pupils and parents suggest that there can be financial barriers to disadvantaged pupils attending school trips and taking part in some enrichment activities. This is sometimes because of distance travelled which can be a challenge for some of our disadvantaged pupils.
5	Observations continue to reinforce that there is a lack of organisation and metacognition skills with this group of pupils in particular.
6	Attainment within this group as a result of intervention shows good progress in year internal assessments but this does not always translate into improved final outcomes at GCSE.

## 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
Improved outcomes in Maths and English for current year 11.	Gap in GCSE Maths and English final outcomes between PP and non PP reduced in academic year 24/25.
Improved attainment and progress.	Reduction in progress 8 gap between PP and non PP pupils.
Students accessing appropriate further education options.	Increase in the number of PP pupils attending sixth form (here or another setting), or studying for alternative level 3 qualifications.
Tracking higher education destinations to begin to build a picture of where disadvantaged pupils progress to.	Know the outcome for our previously PP pupils for post 18. Improved knowledge of alternative post 18 opportunities outside of university to support a range of aspirations.
Excellent engagement in enrichment activities and trips.	Maintain high engagement in PP pupils attending trips, taking part in enrichment activities and having music lessons in the academic year 24/25.
Improved attendance and school engagement through emotional and wellbeing support in school.	Fewer reduced timetables and pupils with serious attendance issues.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Programme - VESPA and Growth mindset programme, EDI Champion sessions, supporting literacy across the school, mental health, Art's Mark, online safety, and developing independent learners. DofE uptake.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students (EEF Guide to Pupil Premium).	1
Whole school focus on retrieval Retrieval training Retrieval starters Retrieval resources - online systems, self-quizzing and feedback resources	Previously, Pupil Premium students have performed less well during end of year assessments, over in year assessments. Regular retrieval helps retention and application of knowledge - supporting revision and preparation for exams.	1,5,6
Whole school focus on independent learning Supporting and developing independent study through homework club, 1:1 devices, software to complete classwork "anytime and anywhere"	EEF states that independent study such as homework has a positive impact on outcomes, but disadvantaged students have barriers such as technology, internet access and quiet places to work, increasing the gap in attainment. This activity looks to mitigate these issues.	1,5,6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring - run by individual departments (Maths and English only).	One to One and small group tuition is seen to have a high impact according to the Education endowment foundation. Info <a href="#">here</a> .	1
Year 9 & 10 Intervention block (5 lessons per fortnight).	As above.	1
Providing a road map for staff to follow that will standardise how we monitor progress at key internal data points following interventions to inform future intervention.	As above.	1
Streamlining the tracking of attendance to intervention sessions via new Pupil Premium Support Officer. Supporting students with attendance.	As above.	1,5

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students are supported to attend lessons more regularly, given support with managing workload, given specific support with anxiety or any other specific issue that is a barrier to attendance / effective learning.	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF Guide to PP).	1
Students are able to access online learning and complete homework effectively with the use of their school provided one to one devices.	Better access to learning resources will increase students' engagement with tasks set to be completed at home.	4
Extra curricular club support and encouragement.	Engagement in music lessons and extra curricular activities increases self esteem and motivation, an extensive programme which is opened up to all students including a range of international trips.	4
Support for individual students for summer schools/scholarships in chosen or considered career paths.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes (EEF Guide to Pupil Premium).	3
Financial support for all PP pupils to attend curriculum essential trips throughout the year.	As above.	4
Pastoral Support - students in each year group who receive PP are visible to Key Stage teams and discussed regularly in year group meetings	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF Guide to PP).	1

**Total budgeted cost: £100,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The % of disadvantaged pupils gaining 4+ in English and Maths was 73% for 2024 compared with 79% in 2023.

The Progress 8 score for Pupil Premium students was -0.49, compared with -1.01 in 2023

The gap between FSM6 and not FSM6 P8 measure is -0.67 compared with -1.26 in 2023.

Disadvantaged pupils who continued onto A-Level made greater progress than the school average.

### 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
Wellbeing and attendance support	Dare to Differ
Maths support	Axiom Education