



Pupil premium strategy statement – Queen Elizabeth’s Grammar, Alford

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------|
| Number of pupils in school | 436 |
| Proportion (%) of pupil premium eligible pupils | 14% (59 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | January 2024 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | G Thompson |
| Pupil premium lead | G Thompson |
| Governor / Trustee lead | FAR Committee |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £61,065 |
| Recovery premium funding allocation this academic year | £ - |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £ 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £61,065 |

Part A: Pupil premium strategy plan

Statement of intent

- We believe that every child has the right to flourish, to achieve and to succeed and everything undertaken by the staff at QEGS should have that ambition at its heart. Evidence shows that disadvantaged children face additional challenges in reaching their potential and our school retains an uncompromising focus upon these young people by enabling lives to be transformed, better futures secured and being a force for good. Our school leaders are best placed to assess the needs of our pupils and to determine how the additional funding can be used to effectively support those that are disadvantaged. QEGS incorporates the work we do with our Service Children as part of our overall strategy. In addition, the pandemic has presented additional challenges to our students, especially those that are disadvantaged. We draw upon the additional resources associated with the Premiums, to sustain and broaden the core work that is already underway; that of building confidence, self-esteem and resilience, along with promoting positive mental and emotional well-being, and ensuring that all children feel safe and happy. Ultimately, we want to empower all children to be the best version of themselves. For those pupils that are disadvantaged, we recognise that they may need additional support to do that. Our Heads of School (HOS) and senior team are best placed to identify those children that face additional barriers to their learning, to plan and implement effective intervention strategies and to keep under review their effectiveness, adapting their plans as required. We build our strategy around our key priorities using the latest version of the EEF Guide to Support our planning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Challenging family circumstances. |
| 2 | Emotional well-being and low self-esteem, which grew in the pandemic during remote learning. |
| 3 | Academic achievement. |
| 4 | Low aspirations regarding progression to university or pursuing a career. |
| 5 | Attendance rates –These have fallen and while improving rapidly we want a return to the picture we had prior to March 2020. |

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 |
|---|---|
| <p>Promoting academic success in English and Maths throughout the school for our PP students.</p> <p>100% of KS4 students achieve grade 5 or above in both of these subjects in 2023 and future years</p> | <ul style="list-style-type: none"> • Diminished gap in the attainment of PP pupils compared to non-pp pupils. • All KS4 students achieve a grade 5 or above in both their English and Maths GCSEs • Disadvantaged students as a group meet or exceed the attainment 8 and progress 8 scores from 2019 in these two core subjects. • Evident increase in knowledge of key skills in literacy and numeracy shown through low stakes in-class assessments, formal regular assessments and public examinations. • Interim assessment data effectively monitored, with underperformance identified swiftly and interventions put in place. Pupil voice shows increased confidence and enjoyment in Maths and English. • Reading comprehension tests utilised to identify students with lower reading ages. Successful strategies employed to increase reading ages, reducing any disparities between disadvantaged students and their non-pp peers. Students can access the full curriculum. Access arrangements made to support students learning at KS4. |
| <p>Improved attainment among disadvantaged and Service premium (SP) students across the curriculum at the end of KS4.</p> | <ul style="list-style-type: none"> • Internal data shows inconsistencies between disadvantaged PP, SP and non-pp cohorts are minimised. Effective data tracking. Interim assessment grades are monitored, and personalised action taken where the data points to the gap not diminishing. • There is a diminished gap between the pp and non-pp cohort in all other subject areas of the school in 2023, which decreases further during the strategy's three-year plan. • Quality first teaching promoted, staff coaching utilised, to ensure maximised positive engagement in school. Lesson observations and drop-ins show disadvantaged students and service families students making progress. |

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| <p>Raise Literacy and Numeracy levels for PP pupils in Key Stage 3.</p> | <ul style="list-style-type: none"> • The percentage of PP pupils in key stage three making expected progress is in line with their non-PP peers. • Underperforming disadvantaged students are identified by internal quality assurance. Data tracking and monitoring leads to swift intervention, leading to grades showing improvement. There is a shared expectation that all students are expected to achieve regardless of background |
| <p>To achieve and sustain high levels of student wellbeing for all pupils, including those that are disadvantaged.</p> | <ul style="list-style-type: none"> • All pupils feel supported and qualitative data from the student well-being surveys reflect this. Intranet records show a reduction in well-being concerns and positive, swift intervention where a need is identified. • Parental emails and correspondence reflect improvements in student well-being following interventions. Impact statements and case studies. • An increase in the participation in enrichment activities among disadvantaged students. This includes music tuition, the Duke of Edinburgh Award scheme and higher education visits. • Essential curriculum and pastoral trips are part paid. For PP learners from the pupil premium Pupil Premium Strategy budget. • Events are organised by the mental health lead, to put mental health and wellbeing at the forefront of people’s minds, are well attended. Qualitative and anecdotal evidence for the positive impact. • Wellbeing Support Officer (WH), School counselling and other outside agencies utilised as required to personalise the wellbeing interventions. • Levels of engagement and attitude to learning will increase in lessons among the disadvantaged students – evidenced by the data of teachers, drop-ins, book scrutinise, lesson observations and student questionnaires. |

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| <p>Extend the careers information available and the use of external speakers, so that aspirations are raised and all our pp students in Y11 will have either returned to Sixth Form and have aspirations to attend universities, or attend higher level apprenticeship courses as pathways to their chosen career pathways.</p> | <ul style="list-style-type: none"> • Aspirations raised through appropriate, personalised, pro-active support and engagement. Emotional support, careers advice, as well as personalised academic interventions to raise outcomes. Student voice and feedback. • All disadvantaged students have 1:1 Careers' advice. • Out of classroom experiences have a high take up from disadvantaged students. All PP students are encouraged to participate in all experiences and barriers removed where they exist. • Visiting speakers invited in from a variety of career backgrounds. (Assembly records and school diary show this). • All our students are registered onto a course in our Sixth Form or an equivalent high-level course at another provider. Career conversations and student surveys show high aspirations. The number of external speakers and visitors from diverse jobs/careers rises. • Gatsby benchmarks met in school and careers lessons in the curriculum provide high quality first teaching – reflected in observations, student voice, surveys. |
| <p>Pupil Premium learners are punctual, equipped and ready for school.</p> | <ul style="list-style-type: none"> • Teaching staff are quick to liaise with the pupil premium lead to ensure that any lack of equipment is quickly resolved. |
| <p>Attendance figures for PP and SP students comparable with non-PP students and an improving picture on the attendance figures from March 2020 prior to lockdown</p> | <ul style="list-style-type: none"> • Attendance figures rise so that those of PP and SP students is comparable with non-pp students. The attendance figures rise above those from 2019 levels. Persistent absence will decrease below 2019 levels. • The overall absence rate falls and the attendance gap between disadvantaged and their non disadvantaged peers reduces. • Attendance of PP pupils to be at or above national average (96%), with persistent absence of pp and non-pp students to be below the levels of 2019. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Identify in the schemes of learning areas of challenge. Share teacher expertise in delivery and proven resources. (Sharing the expertise within school as in-house CPD, between the Grammar school core subject lead meets and the subject leaders). Signposted resources to assist with diminishing the gap. Literacy and numeracy interventions and catchup sessions. 1:1 and small group school-led interventions.</p> | <p>The research shows high quality CPD for staff is essential for quality first teaching, which is proven to be effective in raising attainment, such as effective feedback and differentiation strategies. Literacy and numeracy interventions through 1:1 tuition</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Differentiation in the classroom can extend the learning for limited cost.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/within-classattainment-grouping</p> | <p>2,3,4 and 5</p> |
| <p>Quality First Teaching - Ensuring enough time is given over to allow for staff professional development – with the use of Inset days and additional cover where necessary.</p> <p>Inquiry process to raise outcomes.</p> <p>Effective, structured questioning in lessons to extend learning and challenge students.</p> | <p>Quality first teaching is the single most effective strategy according to all the research to close the learning gap. Effective feedback. EEF report below states that planned timely, purposeful feedback can help increase student progress. High impact for low cost with +6 months</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback</p> <p>Department research-based inquiries feed into raising outcomes.</p> <p>Effective, structured questioning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> | <p>All</p> |

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| <p>Research other providers of high-quality provision to develop staff expertise – nationally and across the Lincolnshire Grammar School meetings for subject leads; and any other local school hubs.</p> | <p>A study published by the Education Policy Institute (FletcherWood & Zuccollo, 2020) concluded that the impact of high quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>High quality CPD follows EEF Guide to the Pupil Premium - 'Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'.</p> | <p>3 and 4</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,055

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Use of TAs as well as teaching staff for 1:1 and small group support. Catch-up sessions and interventions planned. Extra staff recruited for these where necessary.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</p> <p>Mentoring interventions with all Y11 students and others in Y9 and Y10 where there is an identified need. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</p> <p>Saturday peer tutoring and mentoring with sixth formers. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring</p> <p>Small group tuition in Maths, English and other curriculum areas. Revision days and focused exam revision sessions to focus on exam areas will further this small group tuition. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> | <p>3 and 4</p> |
| <p>PP students identified and all staff committed to support. Essential resources identified, purchased and distributed – such as revision guides. Proactive support to enable students to achieve their individual subject targets.</p> <p>Purchase of revision resources and course materials to allow more targeted learning at home.</p> | <p>Purchase and lending of essential resources for students such as to assist them to access the curriculum. Evidence shows that the pandemic and resulting school closures widened the attainment gap between PP and their peers. This was in part due to lack of devices and resources at home for PP pupils.</p> | <p>1,2,3 and 4</p> |

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

Budgeted cost: £ 22,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance support and reporting increased. Assistant head produced graphs are shared to raise awareness of trends.</p> | <p>An improving picture prior to lockdown when these measures were in place – the school attendance figures support this. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Principles of good practice set out in DfE’s Improving School Attendance advice. EEF ‘wider strategies’ states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> | <p>All</p> |
| <p>Engaging the families facing most challenges and offering emotional and bespoke practical support.</p> <p>Working closely with external agencies as need arises.</p> <p>Providing access to a counsellor as part of this package.</p> <p>Pastoral support for wellbeing.</p> | <p>EEF states that ‘targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</p> <p>EEF toolkit states that ‘Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.’</p> <p>There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils’ mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills. The research says that being able to effectively manage emotions will be beneficial to children and young people, even if it doesn’t translate to scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</p> | <p>1,2,4 and 5</p> |

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| | <p>Parental engagement is key to the holistic approach.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p> <p>Wellbeing support is of crucial importance for the overall health of a student.</p> | |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

