

# Pupil premium strategy statement – Queen Elizabeth’s Grammar School

1. Summary information					
<b>School</b>	Queen Elizabeth’s Grammar School, Horncastle, Lincs.				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£ 60.865.00	<b>Date of most recent PP Review</b>	04/07/2019
<b>Total number of pupils</b>	Years 7-11 602 Sixth form 200	<b>Number of pupils eligible for PP 2017-18</b>	PP 103 (FSM+6 39 Service P 66 Adopted from care 2)	<b>Date for next internal review of this strategy</b>	01/20
<b>Pupil Premium Lead Governor Lead</b>	Mrs J Bargh Mr P Brewster	<b>Statement with desired outcomes authorised by Head, CEO and Local Governing Board (02/12/2019)</b>		<b>Date shared with Local Governing Board</b>	02/12/2019

2. Current attainment		
Year 11 (2018-19) - 7 students FSM+6, 13 = SP	Pupils eligible for PP at QEGS (FSM+6) In brackets SP	Pupils not eligible for PP
<b>% achieving 5 9 - 4 Grades including English and Maths</b>	100% (100%)	96.6%
<b>% achieving a positive progress 8 score in English and English progress 8 score</b>	42.9% (61.5%) -0.475 (-0.162)	58.5% 0.204
<b>% achieving a positive progress 8 Score in Maths and Maths progress 8 score</b>	42.9% (38.5%) -0.580 (-0.093)	49.1% -0.153
<b>Average Total Progress 8 score</b>	-0.244 (-0.210)	0.287
<b>Average Total Attainment 8 score</b>	57.57 (66.31)	66.95

Ebacc entry %		57.1% (84.6%)	89.7%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )			
<b>A.</b>	Low aspirations re progression to university/careers		
<b>B.</b>	Academic achievement in English & Maths		
<b>C.</b>	Emotional well-being & low self-esteem		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Attendance rates		
<b>E.</b>	Challenging family circumstances		
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )			Success criteria
<b>A.</b>	To support PP (disadvantaged) and SP students by providing them with the opportunities to pursue aspirational futures, enabling them to attend universities, including Russell Group universities or if appropriate, to go onto apprenticeships.		All PP and SP children are identified by SLT and all staff are made aware. There is evidence of pupils attending regular career and higher education events and conferences throughout KS4 and KS5, to give them the inspiration to aspire to careers they previously hadn't considered. SLT monitor KS4 PP students as to their career path post GCSE. This monitoring process is to be extended this year to post A level PP students.
<b>B.</b>	To ensure that PP (disadvantaged) students are individually supported to achieve their school targets, particularly in English & Maths where the 2018-19 data shows that PP students do not make quite as much progress as non-PP students, although the data indicates that the percentage of PP students achieving 5 9 - 4 Grades including English and Maths is higher than non-PP students and significantly higher than national.		All PP (disadvantaged) students to be supported to achieve their individual academic targets at KS3 and to continue to have 100% achieving at least 5 Grades 9 – 4 GCSE grades at the end of KS4.
<b>C.</b>	To continue to support PP (disadvantaged) & SP students with personalised emotional support when this is required to overcome barriers for learning. (Peer listeners, Healthy Minds, counselling services or any other appropriate support)		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.
<b>D.</b>	To continue to improve overall attendance rates of the PP (disadvantaged) and SP students to remain comparable with non PP (disadvantaged) students, above the national average.	Improved attendance figures for PP (disadvantaged) students comparable with non-PP students, which should be an improvement on last year and above the national average. Each PP student will have their attendance monitored rigorously and when issues arise support will be provided immediately.
<b>E.</b>	To provide appropriate and proactive support where possible to families of PP (disadvantaged) and SP students in order to ensure that our students are better able to focus on their learning and achievement.	Evidence of proactive approach to support from staff and 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. Parental feedback is positive and case studies evidence improved two-way communication.

5. Planned expenditure					
Academic year		2019-20			
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>A: Evidence of support and engagement of PP (disadvantaged) and SP in internal &amp; external universities/careers events. All PP (disadvantaged) students to pursue aspirational post 16 courses which enable them to progress onto aspirational career pathways. Attending universities including Russell Group Universities or if appropriate, to go onto apprenticeships.</b></p>	<p>To facilitate Increased involvement of careers staff/advisor so every PP student is given the opportunity to have a careers appointment.</p> <p>To provide opportunities for Involvement in local university 'First steps for study' (GCSE) and 'Next steps for study' (GCE) 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 proactively approach staff so all essential trips and activities are paid in advance for pp students and parents informed 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>Following our pupil premium review in July 2019 we have tried to be more proactive at spending the pupil premium funding in a very targeted way to try and raise outcomes and aspirations. The impact of this will be measured following each activity and data drop where appropriate using qualitative and quantitative data.</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 suggests interventions across 3 broad areas:</p> <ul style="list-style-type: none"> <li>• Interventions that focus on parents and families</li> <li>• Interventions that focus on teaching practice</li> <li>• Out-of-school interventions or extra-curricular activities, sometimes involving peers and mentors.</li> </ul> <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>Deputy Heads to meet 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 by SLT lead to identify concerns and share with SLT, HOY and Subject Leaders to provide intervention at an early stage.</p> <p>PP lead to liaise with careers staff/advisor re individual careers interviews or appropriate support.</p> <p>Deputy Head (PP lead) to maintain regular contact with HOY's to help identify any significant family concerns which are placing barriers to students learning and progress. Pupil wellbeing surveys and 1:1 meetings will be used to identify barriers and allow for targeted support</p>	<p>Deputy Head Supported by HOY team &amp; careers coordinator. Profile raised at staff meetings and Subject Leaders and teachers to be given new proforma to make requests for resources to raise aspirations.</p>	<p>Termly review of data &amp; fortnightly meetings between Deputy Heads responsible for pastoral wellbeing and PP.</p> <p>Monthly meeting reviews with Careers coordinator to discuss options, destinations of PP students etcetera. Review of TAC and external agency support, undertaken every term.</p> <p><b>Evidence of Impact:</b> (Qualitative) -After every careers fair and activity/trip/event pp students asked to review to ensure impact is measured and any follow up is targeted. Well being surveys undertaken and reviewed. Summary of findings shared with SLT and PP governor SLT (Quantitative) – Destinations data. QA system reviews pupil premium regularly and PP governor meets regularly with Deputy Head to ensure challenge is maintained and monitoring robust.</p>

<p><b>B. All PP (disadvantaged) students are individually supported to achieve their individual academic targets at KS3 and to achieve at least 5 9-4 GCSE grades or equivalent at the end of KS4 particularly in English &amp; Maths where the 2018-19 data shows that PP students do not make quite as much progress as non-PP students, (Although the data indicates that the percentage of PP students achieving 5 9 - 4 Grades including English and Maths is higher than non-PP students and significantly higher than national).</b></p>	<p>Pupil Premium Deputy Head lead to regularly liaise with other staff, such as the Pastoral Deputy Headteacher and SENCO, after reviewing the termly data to facilitate appropriate support when required such as:</p> <ul style="list-style-type: none"> <li>• One-to-one or small group tuition to be instigated for core subjects</li> <li>• TA support to be given in lessons to support individual students.</li> <li>• Peer subject mentors to be engaged if deemed suitable support.</li> </ul> <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"> <li>• Loan of a laptop computer or alternative if a need is clearly identified</li> <li>• Access to all software required for PP students to fully access the school curriculum. Where need arises subscriptions made available to suitable GCSE revision software.</li> </ul> <p>Access to books and revision material to assist in examination preparation. Some bought proactively without waiting for parental requests, after staff asked to provide an essential list of resources when course started. Other material provided as necessary on an individual basis</p>	<p>We aspire to offer an excellent education and learning experience for all of our students. Staff CPD is ongoing to support staff's consistent delivery of good and/or outstanding lessons.</p> <p>The 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) appears 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 by subject leads, faculty leaders and SLT</p> <p>PP Deputy Head lead, HOYs and the Pastoral Deputy Head to meet regularly and 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 and provide intervention at an early stage. SLT agenda regular item (QA cycle) also a regular agenda item when PP governor meets with Deputy Head pp lead.</p> <p>HOY and subject leads 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 (PP lead) and PP governor Supported by HOF, HOY, Subject Leaders &amp; IT technical staff.</p>	<p>Scrutiny of QA data according to the whole school QA programme.</p> <p>Termly review of data &amp; regular meetings with subject and faculty leaders to ensure that intervention is implemented when need is identified. HOY to also monitor impact as part of the HOY QA system initiated in 2019</p> <p>Review of end of year results to be undertaken in Aug/Sept 2020.</p> <p><b>Evidence of Impact:</b> Quantitative – Outcomes improve and individual targets reached (Positive value added) Qualitative – Wellbeing surveys and feedback</p>
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<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>C. All PP (disadvantaged) &amp; SP students requiring emotional support to have been given access to appropriate services such as (Peer listeners, Healthy Minds, counselling services or any other appropriate support) whenever a need arises to ensure that their emotional well-being and resilience, has not prevented them from achieving their academic targets.</b></p>	<p>Pupil Premium Lead to regularly liaise with Pastoral Deputy Headteacher, HOYS and tutors alongside the SENCO to facilitate appropriate support when required:</p> <p>The new learning support area available at break-times and lunchtimes to enable students to easily access support. Peer listening scheme in place to support individual students and Young Carers group where appropriate</p> <p>HOY team to keep the Pupil Premium SLT link informed if service families alert school of a parent detachment/overseas deployment etcetera. Proactively offer the students support through peer listeners but to also purchase external counselling support to support individual students – For example: ‘Healthy Minds’, Counselling, CASY and/or CAMHS as required.</p> <p>Provide additional pastoral support for all through support groups e.g. LGBTQ+ group, Young carers group, Anti-Bullying Ambassadors, etcetera.</p>	<p>As a Trust we believe that every student whatever their background has the right to flourish, to achieve and to succeed and everything we do has this ambition at heart. By providing a bespoke holistic approach to our disadvantaged students will enable them to achieve success in other areas such as outcomes.</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>Deputy Heads and HOY 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. Good communication and QA will ensure this happens</p> <p>Regular contact with healthy minds, the school counsellor and other involved agencies to ensure that adequate and sufficient support is currently in place</p>	<p>Deputy Headteacher supported by HOY 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> <p><b>Evidence of Impact:</b> Quantitative – Outcomes improve Qualitative – Well being surveys and feedback</p>
<p><b>D. To continue to improve attendance figures for PP (disadvantaged) and SP students so they remain comparable with non-PP (disadvantaged)</b></p>	<p>Attendance officer to support HOY team and Deputy Headteacher to monitor students and support parents in improving attendance.</p> <p>Weekly attendance reports produced by the Attendance Officer</p>	<p>National and internal data shows the significant impact of poor attendance on attainment and progress. We have therefore placed this as a whole school focus to raise ours further and reduce persistent absence among our pupil premium students through more targeted intervention this year.</p>	<p>Deputy Headteacher to have daily/weekly contact with attendance office to monitor individual student concerns.</p> <p>Attendance officer produces PP &amp; SP attendance reports</p>	<p>Deputy Head Supported by Attendance officer, HOY team &amp; PP SLT lead. Support will also be given</p>	<p>Monthly review with EWO. Scrutiny &amp; analysis of whole school attendance reports undertaken monthly by SLT and</p>

<p><b>students in their respective cohorts and remain above the national average.</b></p>	<p>and shared with form tutors to empower them. Returns scrutinised by Deputy Headteacher in collaboration with HOY team and SLT. Monthly overviews scrutinised by SLT and measures discussed to raise/maintain levels.</p> <p>Purchase EWO services to support school in improving attendance where necessary.</p> <p>Page inserted into in student planners highlights the attendance issue on outcomes.</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 regarding improving peer relationships, confidence and self-esteem etcetera.</p>	<p>weekly, or more frequently if a concern has been identified. Increased contact with parents to encourage improved attendance. Letters sent out to alert parents re persistent absence etc. Monthly review of attendance by SLT and scrutinised. On school’s SEF and action plan created with regular reviews built in.</p> <p>Half termly HOY meetings – attendance review and pp updates on agenda. Part of HOY QA. Monthly meetings with EWO services.</p>	<p>by the external EWO.</p>	<p>weekly by HOY team for their cohort.</p> <p><b>Evidence of Impact:</b> Quantitative – attendance results improve</p>
<p><b>E. Evidence of providing appropriate and proactive support, with external agency and parental involvement where a need has arisen, to ensure that all PP (disadvantaged) students can be sufficiently supported. This will ensure that our students are better able to focus on their learning and achievement and it will ultimately help them achieve their academic targets</b></p>	<p>Use of the revised Early Help Assessment system. HOY to be asked to take the lead in initiating this and to liaise with parents.</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 etcetera. Other external agencies to be involved as a particular need arises.</p> <p>Assistance with purchase of school educational resources, etcetera.</p>	<p>The EEF toolkit states how important the impact of parents’ aspirations is 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</p>	<p>HOY given training on the new Early Help assessment forms and procedures.</p> <p>My Concern package used well and assigned tasks completed in a timely manner.</p> <p>4-6 weekly TAC meetings with professional and families.</p> <p>Termly HOY meetings – agenda item.</p> <p>Parental questionnaires and feedback. Student voice show examples of impact</p>	<p>Deputy Headteacher supported by Pupil Premium SLT Lead, SENCO, HOY, tutor team and professionals involved in TAC processes.</p> <p>All staff in using the My Concern package well to identify needs and manage support when it arises</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 etcetera.</p> <p><b>Evidence of Impact:</b> (Qualitative- improved results following the support process and Quantitative – parental and student feedback and case studies)</p>

		and motivation. National data provides evidence that purchase of uniform can support improved attendance.			
<p><b>Total budgeted costs</b> – Contribution to salaries of Deputy Head, SENCO and HLTA to support individual students.          Contributions to school trips, school educational resources, funding of music tuition etc.          Cost of EWO services/contribution to attendance officer salary/Postal &amp; administration costs          Purchase of external counselling services. Purchase of revision resources and course materials to allow more targeted learning at home.          Purchase of ICT hardware, software licences, subscriptions, access to internet costs etc.          (NB: If a whole school purchase only the PP proportion to come from the PP fund)          If required – costs of training peer learning mentors.</p>					<p><b>Total £60, 865 estimated expenditure</b></p>

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all & ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p><b>All PP (disadvantaged) students to achieve their individual academic targets at KS3 and to achieve at least 5 9-4 GCSE grades at the end of KS4.</b></p>	<p>Individual student support in lessons 1:1 or small group tuition support Learning mentor support where necessary</p>	<p>100% of PP students achieved at least 5 GCSE passes at level 9-4 grade, including GCSE English and Maths. Non-PP students achieved 96.6%.</p> <p>Average A8 score for PP students = 60.1, non-PP students = 63.85. Whole cohort attainment 8 average was 66.41</p> <p>Average Progress 8 score for PP students = -0.244, non-PP students = 0.287. Whole cohort Progress 8 average was 0.254.</p> <p>In Year 9 at the end of KS3 the pp residual was 0. Average grade=advancing, average points 3.53. Non pp residual was 0. Average grade=advancing, average points 3.67</p>	<p>All the PP students achieved at least 5 GCSE grades at level 4 or above compared to their non-pp counterparts. However the A8 and P8 scores were slightly lower. The gap that had diminished in 2017-18 in these areas hadn't diminished further:- Individual targeted support to be increased further in 2019-20</p> <table border="1" data-bbox="1328 316 2011 638"> <thead> <tr> <th>2018-19</th> <th>% of students achieving a positive progress 8 score</th> <th>Progress 8 score</th> </tr> </thead> <tbody> <tr> <td rowspan="2">All Year 11 pupils</td> <td>English 57.5%</td> <td>English 0.162</td> </tr> <tr> <td>Maths 48.7%</td> <td>Maths -0.179</td> </tr> <tr> <td rowspan="2">Year 11 Pupil Premium pupils</td> <td>English 42.9%</td> <td>English -0.475</td> </tr> <tr> <td>Maths 42.9%</td> <td>Maths -0.58</td> </tr> </tbody> </table>	2018-19	% of students achieving a positive progress 8 score	Progress 8 score	All Year 11 pupils	English 57.5%	English 0.162	Maths 48.7%	Maths -0.179	Year 11 Pupil Premium pupils	English 42.9%	English -0.475	Maths 42.9%	Maths -0.58	<p>Total actual pp expenditure for year was £50.800</p> <p>Salaries contribution total: £42,418.39</p>
2018-19	% of students achieving a positive progress 8 score	Progress 8 score															
All Year 11 pupils	English 57.5%	English 0.162															
	Maths 48.7%	Maths -0.179															
Year 11 Pupil Premium pupils	English 42.9%	English -0.475															
	Maths 42.9%	Maths -0.58															

**ii. Other approaches**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Final costs
<p><b>All PP (disadvantaged) &amp; 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.</b></p>	<p>Support from PP lead and Deputy Head.</p> <p>External counselling services purchased.</p> <p>Pastoral support systems within school.</p>	<p><b>Impact:</b> CASY provided a counselling report which clearly indicates that counselling sessions had benefitted targeted students. Healthy mind referrals and the school counsellor reports also reflect this.</p> <p>Academic achievement where all pp students got at least 5 grades 9-4 at GCSE level 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>New peer listeners to be trained, along with anti-bullying ambassadors to enable them to further support students within school.</p> <p>Pupil premium review from July 2019 demonstrated that the impact of everything needs to be scrutinised carefully on an annual basis to see if it will be continued.</p>	<p>£2221.68</p>

<p><b>Diminish the gap in the attainment of PP and SP pupils compared to non-PP students</b></p>	<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 resources, 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><b>Impact:</b> Positive impact on academic achievement &amp; 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 and grades improving in those areas</p> <p>Student's achievement &amp; participation improved when ICT hardware had been provided.</p> <p>Statistics provided by ICT subscription services demonstrate active usage.</p> <p>Pupil premium students undertook in-school well-being survey to provide evidence of positive impact of these strategies.</p>	<p>Increased number of requests received for financial support with extra-curricular activities etcetera. 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 other PP students.</p> <p>Following the pupil premium review in July 2019 we have implemented a change from September 2019 to be more pro-active in spending the pp monies. Subject teachers will be asked what is essential to a student in their area in every year group, ensuring all resources and trips they request are paid for without the parents having to request them. This will ensure a more even distribution of the monies but will not preclude the parents from requesting other items throughout the year.</p>	<p>Visits £ 2180.50</p> <p>Stationary &amp; materials – including Music tuition £ 1259.33</p> <p>Exam retakes £12.00</p> <p>Uniform/Clothing/PE Kit £592.55</p> <p>Miscellaneous items requested such as revision guides, sketchbooks and personal counselling requests £767.68</p> <p>ICT – GCSE Pod licence, etcetera - £1347.87</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 2019 to 2020

In the 2019 to 2020 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 £2,300 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)

Since the financial year 2014 to 2015 schools received £300 for each eligible pupil and we will also receive £300 per eligible student for the academic year 2019-20.

We aim:

- 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 holistic approach to Pupil premium students throughout the school that enhances existing provision in order to support learning, improve participation and outcomes and encourage social inclusion.
- To be proactive in the spending of the Pupil/Service Premium on meeting the student's needs – providing essential equipment and access to resources to both diminish the gap and to provide educational experiences essential to the development and wellbeing of the student.
- To provide a safe and supportive environment for all Pupil/Service Premium students
- To 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

The Pupil Premium lead (Deputy Head) is working even more closely with subject and faculty leaders this year to help provide timely intervention so outcomes improve and the academic gaps are diminished further. 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. The Student Council also has a role in identifying needs among the children of service personnel.

