

# Pupil premium self- evaluation – Queen Mary’s High School

| 1. Summary information        |                          |   |          |   |          |
|-------------------------------|--------------------------|---|----------|---|----------|
| <b>School</b>                 | Queen Mary’s High School |   |          |   |          |
| <b>Academic Year</b>          | 2018-19                  | <b>Total PP budget</b>                  | £82,710  | <b>Date of most recent PP Review</b>                  | Oct 2018 |
| <b>Total number of pupils</b> | 599                      | <b>Number of pupils eligible for PP</b> | 98 (16%) | <b>Date for next internal review of this strategy</b> | Oct 2019 |
| <b>Sixth form students</b>    | 138                      | <b>Previously pp eligible</b>           | 15       |   |          |

| <b>Pupil Premium students by year group</b> | <b>Numbers</b> | <b>Percentage</b> |
|---|----------------|-------------------|
| 7   | 23             | 19%               |
| 8   | 13             | 11%               |
| 9   | 24             | 20%               |
| 10  | 19             | 16%               |
| 11  | 17             | 14%               |
| 12  | 8              | 11%               |
| 13  | 7              | 10%               |

## Statement of intent

At QMHS we recognise a need to support students at their point of need. We track and monitor academic performance and progress with an analytical oversight to their wider needs and their emotional well-being.

As with every child in our community, a pupil who is identified to be ‘socially disadvantaged’ through the pupil premium indicator is valued, respected and supported to develop to her full potential, irrespective of disadvantage.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged.

| <b>2. Current attainment – 2018 GCSE results</b>  |   |  |
|---|---|--|
|   | Pupils eligible for PP<br>(your school)   | Pupils not eligible for PP<br>(national average) |
| <b>Progress 8 score average</b>   | 0.01 (12 students)  | +0.5   |
| <b>Attainment 8 score average</b>   | 6.5   | 7.2  |
| <b>English</b>  | 0.1   | 0.34   |
| <b>Maths</b>  | -0.07   | 0.25   |
| <b>EBacc</b>  | 0.08  | 0.71   |
| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |   |  |
| <b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )                            |   |  |
| <b>A.</b>   | Results in 2018 and internal predictions against teacher allocated targets identify that 58% of PP students are currently below the average scores for the cohort. Some reasons may be lack of independent study skills, travel time and mental health issues.                                |  |
| <b>B.</b>   | For our current Year 11, 11/20 students or 55% of Pupil Premium pupils have received support for pastoral or mental health related issues. 41% of all current PP students have accessed some 'additional' pastoral support in the last 12 months from 1 or more members of the pastoral team. |  |
| <b>C.</b>   | Access to educational visits that take place in the classroom. 7% of pupils applied for financial support for trips in 2017-18.   |  |
| <b>D.</b>   | We have an additional 8% of the Year 7 cohort that are identified as PP this year. As part of our commitment to social mobility this number is likely to increase further next year. Transition and monitoring from Year 6 into Year 7 will need to reflect this.                             |  |
| <b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> ) |   |  |
| <b>E.</b>   | Travel from extensive areas which has a negative impact on students' 'independent' study time at home.  |  |
| <b>F.</b>   | Attendance of PP students is lower than non PP students. PP students 95.81% and non PP 97.14%. Year 8 currently have the largest gap in attendance figures. (3.02%) (Oct h/t 2018)  |  |

| <b>4. Desired outcomes</b> ( <i>specific outcomes and how they will be measured</i> ) |   | Success criteria   |
|---|---|--|
| <b>A.</b>   | <p>Set up a homework club for KS4 pupils.</p> <p>Students in Year 11 will be better equipped to conduct their own independent study to a higher quality and to more readily meet deadlines.</p> <p>Year 11 students meet their teacher allocated target grades.</p> | <p>-Year 11 provision of homework club and subject specific clinics.</p> <p>-By the end of the programme all students will be equipped to undertake independent study in line with their peers.</p> <p>-Year 11 should achieve GCSE grades in line with their teacher allocated target grades.</p> |
| <b>B.</b>   | <p>Year 11 students with identified emotional or mental health concerns are able to make progress in line with the expected outcomes. Students feel safe and happy to learn in an environment that recognises and supports their needs.</p>                         | <p>-Students are engaged in learning.</p> <p>-Outcomes will be in line with their peers.</p>   |
| <b>C.</b>   | <p>All PP students will be aware of the process of applying for additional funding for educational trips.</p>   | <p>-No student will be prevented from attending a trip due to financial constraints.</p> <p>-Outcomes will be in line with their peers and teacher allocated target grades.</p>  |
| <b>D.</b>   | <p>Reduction in pastoral concerns via the introduction of cpoms which will allow earlier tracking and 'emotional' support for students.</p>   | <p>Significant reduction in pastoral concerns that need to be referred to other professional bodies.</p>   |

## 5. Planned expenditure

Academic year

2018-19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

| Action   | Intended outcome   | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?  | Staff lead                    | When will you review implementation?   |
|--|--|--|--|-------------------------------|--|
| Early identification of students who are falling behind expected outcomes through tracking on Go4 Schools.   | The performance gap between pp and non pp will remain minimal. We aim to ensure that the gap doesn't become significant.   | Early intervention of students to support and encourage them to keep on track before they fall off track.  | Training for Heads of department to ensure that they are tracking PP progress within their department. All teachers are expected to have seating plans for their class on Go4Schools. These will identify pp students in their lesson. Learning walks and work scrutiny. | DMC /RMS/RXT/SJS              | Termly at guidance forum and head of department meetings and SLT meetings.<br><br>Summer 2019 through formal review of PP statement. |
| CPD will ensure quality of teaching for all and employment of effective differentiation for students with some strategies that teachers can use specifically for students that are PP. | All students achieve their expected outcomes and receive high quality learning in all subjects.  | NFER research (2017) identifies the importance of high quality teaching for all and that meeting individual needs to challenge their interests are central to successful outcomes.             | Staff CPD to signpost them on the NFER guidance. Heads of department to track how disadvantaged students are being supported in lessons. Learning walks and work scrutiny.   | DMC/RST                       | Termly at guidance forum and head of department meetings and SLT meetings.<br><br>Summer 2019 through formal review of PP statement. |
| Introduction of cpoms to track and monitor students' pastoral needs.   | All students with an identified 'disadvantage' will receive early targeted support so that they can be engaged in lessons and during their independent learning. | We currently track pastoral support via individual HoY and LM. There is a need to streamline this in order for early identification and holistic support plans for students to be implemented. | Purchase of cpoms software and support. Staff training for all members of staff. More targeted training for pastoral support staff. Guidance forum meetings to regularly review impact and action plans.   | DMC/DP/MLE/NSA/SJS/BJD/JY/LJT | Ongoing as it is implemented with a formal review in the summer term 2019.   |
| <b>Total budgeted cost</b>   |  |  |  |                               | £35,308.66   |

| <b>ii. Targeted support</b>  |  |  |   |                     |  |
|--|--|--|---|---------------------|--|
| <b>Action</b>  | <b>Intended outcome</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>  |
| Year 11 homework club for pp students that are underperforming. We have students underperforming against targets | Progress in line with peers or GCSE outcome to match expected target,  | Go 4 schools data<br>Feedback from teachers<br>Nominations by subject leaders<br>Interim data trawls<br>Evidence from EEF (Sept 2018) indicates that support with appropriate homework can impact positively on outcomes.        | Communication with parents and students<br>Milestone monitoring<br>Parental contact<br>Guidance forum review<br>Student tracking sheets to monitor the work they complete in Homework club.   | DMC / SJS /DP / RMS | Ongoing through tracking of student's attendance and work completed.<br>January 2019 following mock examination results<br>Then August 2019 following GCSE results |
| Youth peer mentors for students in lower school  | Early identification of students that are falling behind.<br>Engagement with role models who have recently been through the same process.<br>Peer support for students with emotional needs. | It is much better to act early when a student is struggling with work.<br>Evidence from EEF (July 2018) suggests that peer tutoring can be highly effective in lower attaining groups.   | Tracking of session by pastoral co-coordinator.<br>Training for all peer mentors<br>Overseen by peer mentoring sixth form prefect.<br>Subject leaders encouraged to set up their own departmental peer mentoring systems.           | DMC/ DP/ NSA        | Termly by meeting with peer mentor prefect.  |
| Support from PSCs and counselling service.   | Ensure students have an 'emotional outlet' so that they can focus on their studying.   | EEF evidence (March 2016) identifies that when there is an improvement in the social and emotional well-being of students and their family's better outcomes are achieved.   | Signposting of students support through assemblies and notice boards.<br>PSCs are at the heart of the school already.<br>Careful monitoring of students that receive support. This will be improved with the introduction of cpoms. | DMC/DP/JY/BJ D      | Fortnightly through HoY and PSC meetings.<br>Termly through guidance forum and SLT meetings.   |
| Intervention and support from learning mentors   | Targeted advice and guidance on approaches to study at home and in the classroom.  | It is much better to act early when a student is struggling with work.<br>Targeted 1:1 support will ensure the students feel valued as well as having the opportunity to receive more specific help and guidance to their needs. | Guidance forum to meet following data collections.<br>Discussion on individual student needs.<br>Tracking of students that are receiving support  | NSA/LJT/RMS         | Termly through guidance forum meetings.  |

|  |   |  | Google team drive to evidence support and strategies being provided.   |                   |   |
|--|---|--|--|-------------------|---|
| <b>Total budgeted cost</b>   |   |  |  |                   | £28,671.99                                  |
| <b>iii. Other approaches</b>                                       |   |  |  |                   |   |
| <b>Action</b>  | <b>Intended outcome</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> |
| Ensure all pupils have correct uniform and equipment for learning. | PP pupils make expected progress in line with their peers.<br>Student will not accrue negative behaviour points for not being 'prepared'.           | PP pupils will not fall behind or feel 'disadvantaged' if they cannot afford the correct uniform or equipment.                             | Parents are all made aware of the opportunity to apply for financial assistance if they are in receipt of pupil premium. | DMC / JB          | Summer term 2019                            |
| Financial support / subsidies for educational trips                | PP pupils make expected progress in line with their peers.<br>Student will not accrue negative behaviour points for not being 'prepared'.           | PP pupils should not fall behind or feel 'disadvantaged' if they cannot attend a trip.   | Parents are all made aware of the opportunity to apply for financial assistance if they are in receipt of pupil premium. | DMC / JB          | Summer term 2019                            |
| Educated off site  | Student unable to attend school is still challenged and provided with a quality education.  | Student was refusing to attend QMHS and has engaged well at Shepwell.  | Communication with Shepwell.   | JB                | Ongoing                                     |
| Use of Unifrog to improve the careers advice and guidance          | More PP students will feel better prepared and strive to apply for Russell group Universities and A level courses that prepare them for this route. | Students will become more empowered to explore different careers avenues and to be better informed of the opportunities available to them. | Careers education.<br>1:1 careers interviews with PP students.   | DMC/ WV/BJD       | Summer term 2019                            |
| <b>Total budgeted cost</b>   |   |  |  |                   | £20,888                                     |