

# Pupil Premium Strategy Statement 2019-20



## School overview

Metric	Data
School name	Queen Mary's High School
Pupils in school	775
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£88, 800
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Draft until LGB approval - 9.12.19
Pupil premium lead	Mrs D Connell
Governor lead	Laurence Shore

Pupil Premium students by year group	Numbers	Percentage
7	41	27.3%
8	22	18.49%
9	14	11.67%
10	21	17.5%
11	18	15.38%
12	10	18.2%
13	6	8.45%

## 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 their full potential, irrespective of disadvantage. Our spirit of Queen Mary's award promotes all students to get involved in the community spirit and strive to be their best and develop wider skills for success.

The school is committed to the promotion of social mobility and is engaged in an outreach programme to local primary schools, particularly promoting applications from disadvantaged children. The admissions arrangements have been adjusted to enhance the chances of pupil premium girls gaining a place by implementing a lower qualifying score. We are therefore introducing new systems to ensure that we keep pupil premium support high on our agenda and that the transition to QMHS is smooth and well supported.

Early indications show that, as a result, over the next few years our PP intake should rise from the current 18% (Y7-11) to around 30% (Local PP-40.2%, National PP-28.1%).

As part of this commitment we have had a high uptake of students in our community that have volunteered to help with the outreach work which is reflective of the inclusive and cohesive ethos of our school. Race, religion, culture, beliefs or socioeconomic 'status' are not barriers to becoming successful members of our community.

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, that the school has identified as being socially disadvantaged or in need of additional support.

### Disadvantaged pupil performance overview for last academic year

	Disadvantaged	Whole cohort
Progress 8	0.34	0.59
Ebacc entry	61.11%	79.2%
Attainment 8	67.44	71.20
% Grade 5+ in English and maths	88.89%	96.67%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve in line with non-disadvantaged students	Sept 20
Attainment 8	Achieve in line with non-disadvantaged students	Sept 20
% Grade 5+ in English and maths	Achieve in line with non-disadvantaged students	Sept 20
Ebacc entry	Achieve in line with non-disadvantaged students	Sept 20

## Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure all staff can identify PP students in their lessons and monitor their progress through data tracking. PP students should be able to access the lesson content as effectively as non PP students.
Priority 2	Embed VESPA teaching and learning strategies that will support all learners with a focussed approach on PP students in particular. Equipping students with a better understanding of the best systems and practice to employ.
Barriers to learning these priorities address	- Less developed scaffolding methods that have been employed by previous teachers and family support to challenge students learning. - Parental knowledge of employing ways to support their child's independent learning.
Projected spending	£10,936.46

### Success criteria

- Classroom teachers use seating plans effectively to easily identify and subsequently track and challenge PP students appropriately.
- The gap between pp and non pp pupils has reduced in every subject area due to senior and middle leaders effective tracking in departmental and line management meetings and employing effective intervention strategies.
- Evidence of teachers using VESPA related strategies will be cited in lesson observations and work scrutiny.

### Actions

- Establish methods of embedding VESPA strategies into the curriculum intent is on the agenda at Heads of department meetings
- HoY and PP lead to monitor PP progress against non PP progress at each assessment point and identify any students that require additional intervention and support.
- Parent workshop(s) to share strategies and ideas on what they can do to support their child's learning. Eg. Bright sparks into beacons of light in year 7.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	1:1 academic guidance and support
Priority 2	Communication and engagement with parents to equip them to better support their child's learning
Barriers to learning these priorities address	Effective study environments, travel distance to and from school. Self-confidence and self-esteem. Parental support.
Projected spending	£16,991.75

## Success criteria

- Students taking part in the learning mentor programme will see an improvement in the progress they make.
- Year 11 students on the 1:1 mentoring and VESPA coaching will have an improvement in the progress they make.
- Strands of learning through the VESPA model will be evident in lesson observations and departmental minutes.
- 1:1 support meetings with students and parents of PP students will have taken place where necessary.

## Actions

- Guidance forum will be used to identify and nominate students to be on the learning mentor programme.
- Targeted 1:1 learning support for Year 11 students overseen by HoY 11 implementing some of the VESPA coaching strategies.
- Working party to continue to develop common approaches on how to implement the VESPA strands throughout the curriculum.
- Explore the idea of all Year 7 students having a pupil buddy which will be mapped by pupil postcode.
- Departmental peer mentors allocated appropriately and effectively

## Wider strategies for current academic year

Measure	Activity
Priority 1	Tracking of punctuality and attendance
Priority 2	Social and emotional support
Priority 3	Uniform, resources, equipment and trip support
Barriers to learning these priorities address	Student well-being and mental health Home circumstances that students cannot control Attitudes towards the importance of punctuality and attendance Equal access to the curriculum and development of cultural capital
Projected spending	£37,738.77

## Success criteria

- There will be an improvement in the attendance figures of PP students
- Students who benefit from social and emotional support will be able to access the curriculum and make progress at least in line with their expected outcomes.
- All students have the opportunity to access an extra curricular activity

## Actions

- Weekly meetings between PP lead and attendance officer to evaluate attendance of PP and non PP students to ensure early intervention for those students who are missing school.
- Publication of attendance matters to students, staff and parents and ensure this remains a high priority
- Employ support from EWO to offer additional support to students and parents.

- Signposting relevant support to students so they know they are supported and who they can go to for help
- Tracking of students accessing additional social and emotional support
- Key role of pastoral support staff
- Employment of student well-being ambassador to offer specific guidance and support to all students in feeling integrated into our community
- Referral to local counselling service for those students in need of more specialised support
- Referral to other appropriate agencies to support students. Including counselling (WPH), educational psychologist and cherished.
- Use of cpoms to track, monitor and evaluate pastoral support.
- Engagement with parents where necessary to collaborate on getting the best support and outcomes.
- Letter published to Year 7 parents (all parents moving forward) outlining the resources, equipment, trip and extra-curricular activities that they need to plan ahead for and signposting them to the financial assistance they can access.
- Analysis of Edukit outcomes will inform more targeted support that is required.
- Early identification of potential barriers to the increasing number of year 7 students in order to provide targeted support when necessary and identify common themes to address.
- Subsidised music tuition.
- Track participation of PP students taking part in extra-curricular activities.

### Strategies for post 16

Measure	Activity
Priority 1	Ensure high aspirations for all students and that disadvantage should not be a barrier to post 18 pathways.
Priority 2	Social and emotional support
Barriers to learning these priorities address	Student aspirations Student role models Signposting from previous experiences Student well-being and mental health Home circumstances and that students cannot control Knowledge of pathways study skills
Projected spending	£16,793

### Success criteria

- Attendance and punctuality of disadvantaged students is at least in line with non disadvantaged students.
- All students receive guidance on Post 18 pathways and are successful in continuing the journey they choose to pursue.
- Observation of form time activity shows evidence of positive relationships between students and staff.

### Actions

- Tracking of attendance and punctuality of sixth form students is carried out between the head of sixth form and the sixth form attendance officer.
- Positive relationship development between students and form tutors which provides close tracking of attendance, on going academic support and guidance and advice in preparation for UCAS.
- Sixth form pastoral support coordinator offering emotional support and UCAS support
- **Pathways to Birmingham**
- Parental workshop
- Enrichment
- Tracking of bursary use
- Analysis of destinations
- Ukat preparation
- Oxbridge mock interview opportunities
- VESPA programme
- AQA award nominations
- Signposting to masterclasses at Universities
- Attendance at UNIQ courses
- Signposting to different bursary schemes.
- All students are encouraged to apply for the prefect roles.

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Equipping staff to support the emotional well-being of students which can inevitably affect outcomes.	Staff training on Nov INSET day
Wider strategies	Engaging the families facing most challenges	<p>Transition support meetings in year 6 to forge early positive relationships.</p> <p>Tracking of attendance at parent's evenings and follow up non-attendance of students. Particularly those with whom we have concerns.</p> <p>Engage in Early help and support where necessary.</p> <p>Open door policy.</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p>Early identification of students who are falling behind expected outcomes through tracking on Go4 Schools in order to close the gap in academic outcomes.</p>	<p>Data analysis manager has been able to create and signpost reports that highlight students who are not working at the 'expected' levels and earlier intervention has occurred as a result.</p> <p>PP lead and HoY have been able to access the data on Go 4 schools to inform necessary intervention and support.</p> <p>Curriculum leaders have also been able to use Go 4 schools to identify students who may require additional support..</p> <p>All teachers have been able to use Go 4 schools usefully for seating plans and identification of pp students in their class.</p> <p>Intervention and support had been effective in most cases.</p> <p>When key data from 2 PP students who received significant support is removed P8 figures are almost in line for whole cohort, PP and non PP students.</p>
<p>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.</p>	<p>All staff have received VESPA training and have been allocated time to develop effective methods of implementing this appropriately into their department priorities.</p> <p>Departments have identified ways in which they are starting to implement VESPA into their curriculum intent.</p> <p>A VESPA working group was set up to develop a thread for implementation of VESPA through the key stages.</p> <p>This is an ongoing priority and will continue to be with our commitment to attracting 'disadvantaged' students.</p> <p>Learning walks and work scrutiny demonstrated evidence of teaching being very effective in challenging all students including disadvantaged.</p>
<p>Introduction of cpoms to track and monitor students' pastoral needs</p>	<p>Cpoms has been a great asset in terms of tracking the pastoral support that students have received.</p> <p>As we have a greater number of PP students in school this is becoming increasingly integral to how we track and monitor the support that is needed and given to our disadvantaged students.</p>
<p>Year 11 homework club for pp students that are underperforming. Progress in line with peers or GCSE outcome to match expected target</p>	<p>There was a pleasing level of attendance for this. Any student that wanted to stay behind to work in a studious environment after school and seek help and support from their teachers was very welcome. Feedback from the students was that they found this very helpful.</p>
<p>Effective use of youth peer mentors for students in lower school</p>	<p>Each form group were allocated 2 YPM's from year 10 and above. They were able to deliver relevant activities during form time and were also available for students to talk to as and when they wanted to.</p>
<p>Support from PSCs and counselling service.</p>	<p>D. Plimmer and J. York continue to be a great source of support for all students that require additional pastoral care.</p> <p>We have an increasing number of students that receive support from our professional counseling service through WPH.</p>
<p>Intervention and support from learning mentors.</p>	<p>33% of students accessing support from the learning mentors were PP students who benefited for this support.</p>
<p>Ensure all pupils have correct uniform and equipment for learning.</p>	<p>12 students (all that applied) were given £125 in vouchers to purchase all the 'required' uniform.</p>

Financial support / subsidies for educational trips	<p>This is a critical aspect of what we do to ensure that all students have access to the same educational experience regardless of financial status.</p> <p>For example, 10 students in year 7 benefited from financial assistance for the year 7 Whitemoor lakes trip.</p>
Educated off site	<p>We had a disadvantaged student who was unable to attend our school due to her anxiety and SEN needs. We ensured she still had access to an education by setting up appropriate alternative provision. The student did very well in this environment and there was an increase in her attendance level and mental health as a result.</p>
Use of Unifrog to improve the careers advice and guidance	<p>All students in school are now able to use Unifrog to record their own career profile and explore potential career avenues they might not have looked at.</p> <p>This is part of our commitment to improved social mobility and preparing students for the next steps after QMHS. We want them to be well informed and have high aspirations.</p>
Music tuition subsidies	<p>Our year 7 music project means that all students are able to borrow a musical instrument for the duration of year 7. This is subsidised further for any PP students in Year 8 and above who demonstrate interest and are encouraged to continue with instrumental lessons when they display potential.</p>