

Pupil Premium Strategy Statement 2020-21

School overview

Metric	Data
School name	Queen Mary's High School
Pupils in school	847
Proportion of disadvantaged pupils	162 (19%)
Pupil premium allocation this academic year	£94,973 / 88,
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2020
Review date(s)	January 2021 April 2021 October 20221
Pupil premium lead	Mrs D Connell
Governor lead	Laurence Shore

Pupil Premium students by year group	Numbers	Percentage
7	41	27%
8	38	25%
9	24	20%
10	11	9%
11	22	18%
12	15	14%
13	11	14%

Statement of intent

At QMHS we recognise that students should be supported 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 encourages all students engage with the community spirit and to strive to be their best whilst developing 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. In light of the current pandemic we are thinking creatively on how we can ensure we still reach the most vulnerable but gifted students.

We have adjusted our approach in order to ensure we adapt to the additional pressures that the Covid-19 pandemic has brought upon families. We are very much aware that students who were already recognised as being disadvantaged may have been more adversely affected by the pandemic. In addition, we are aware that there will be families who are not recognised as being disadvantaged through the FSM procedures, who will also need additional emotional and financial support through the school.

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. As a result, we will 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

These grades are based on Centre Assessed Grades so the methodology lacks consistency with previous years. P8 is calculated retrospectively by the DfE based on national attainment, so these P8 figures have had to be estimated based on the 2019 data. Comparative accountability is, therefore, not appropriate this year

	Disadvantaged	Whole cohort
Progress 8	0.50	0.97
Ebacc entry	55.6%	79.5%
Attainment 8	72.00	75.00
% Grade 5+ in English and maths	100.00%	99.10%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	For pupil premium students to make progress in line with their non-pupil premium counterparts.	Sept 21 <i>Review Dec 2020, March 2021 and June 2021</i>
Attainment 8	For pupil premium students to make progress in line with their non-pupil premium counterparts.	Sept 21 <i>Review Dec 2020, March 2021 and June 2021</i>
% Grade 5+ in English and maths	For pupil premium students to make progress in line with their non-pupil premium counterparts.	Sept 21 <i>Review Dec 2020, March 2021 and June 2021</i>
Ebacc entry	For pupil premium students to make progress in line with their non-pupil premium counterparts.	Sept 21 <i>Review Dec 2020, March 2021 and June 2021</i>

Teaching priorities for current academic year

Measure	Activity	Actions to Include	Success Criteria
Priority 1 Covid Mitigation and Recovery	<ul style="list-style-type: none"> Employ effective strategies to help students recover from the period of school closure and have a robust blended learning approach moving forwards to respond to any further potential closures. To include: <ul style="list-style-type: none"> Tracking and monitoring of performance and engagement. Identification of any shortfall in equipment and/or learning resources to facilitate remote education Use of qualitative information on individual circumstances Inclusion of student progress on Departmental and Line Management meeting agendas 	<ul style="list-style-type: none"> Distribute of laptops to families to support their home learning. Further embed VESPA strategies into curriculum delivery in order to support effective learning in and remotely. Use of remote delivery and blended learning techniques to maintain curriculum coverage during isolation periods. Purchase of textbooks and/or online resources to support remote learning. Assessment methods adapted to facilitate accurate knowledge of student progress. 	<ul style="list-style-type: none"> PP pupils make progress in line with their expectations. Leaders demonstrate the effectiveness of the strategies and resources used. Engagement with remote learning is uniform across sub-groups. Evidence of the effective use of the VESPA model evidenced through departmental and LM meeting minutes and an improvement in VESPA scores.
Priority 2 Staff Training	<ul style="list-style-type: none"> CPD activities equip staff to offer effective blended learning that accounts for the needs of disadvantaged students 	<ul style="list-style-type: none"> CPD sessions organised to include: <ul style="list-style-type: none"> Google suite Visualisers Needs of SEN students On-line lesson delivery 	<ul style="list-style-type: none"> Teachers employing new T&L strategies and have account for the impact on disadvantaged students Teachers use seating plans effectively to identify, track and challenge PP students.
Priority 3 QFT	<ul style="list-style-type: none"> Ensure staff have the resources needed to employ QFT strategies so that targetted support can be employed 	<ul style="list-style-type: none"> CPD webinars that incorporate principles of retrieval practice, schema building, modelling and scaffolding, effective questioning, understanding working memory and dual coding, use of graphic organisers, cognitive load theory and VESPA principles. 	<ul style="list-style-type: none"> Teachers employing new T&L strategies and have account for the impact on disadvantaged learners.
Barriers to the success of this measure	<ul style="list-style-type: none"> Parental reluctance to engage with the support offered Changes in home circumstances Lack of support in the home Poor adaptation to remote learning by the student 		

Projected spending	£44,726
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Targeted support for current academic year

Measure	Activity	Actions to Include	Success Criteria
Priority 1 Student Support	<ul style="list-style-type: none"> • 1:1 academic guidance and support for students who have fallen behind or who are struggling to access or engage with learning. • Study skills sessions. • Develop the aspirations of disadvantaged students <ul style="list-style-type: none"> ○ Targetted intervention by teachers ○ Referral to the Academic and Pastoral Support Mentor • Careers advisor to offer aspirational advice for students with an awareness of the PP students' potential additional barriers. 	<ul style="list-style-type: none"> • HoD and HoY to monitor PP progress against non PP progress at each assessment point and identify students that require additional intervention and support. • Engagement tracking used to identify individuals who may need support. Referrals via heads of year. Students supported on a weekly basis for a period of 6 weeks and then reviewed. • HoY and curriculum leaders arrange study skills sessions as appropriate. • Learning space is provided with support available. • Specialist subject tutoring offered through the covid catch up fund. • Aspirational mentoring programme for Y11/13 (The Girls Network) • Parent newsletters which offers support and strategies they can employ to support learning. 	<ul style="list-style-type: none"> • Improvement in attitude to learning and progress. • Independent learning skills improve as monitored through performance. • PP progress and attainment is commensurate with non PP.
Priority 2 Parent Support	<ul style="list-style-type: none"> • Regular and effective communication with parents to: <ul style="list-style-type: none"> ○ Enhance the ability to support learning in the home ○ Engage regarding effective transition ○ Provide feedback on progress with learning 	<ul style="list-style-type: none"> • Newsletter • Phone calls during periods of remote learning. • Feedback calls to Y7 parents. • Provision of online Parents' Evenings. • Monitor engagement with online Parents' Evenings 	<ul style="list-style-type: none"> • Support meetings with students and parents of disadvantaged students take place. • Edukit survey (term 3) shows an improvement in students' self-esteem and exam confidence

Barriers to the success of this measure	<ul style="list-style-type: none"> • Poor parental engagement as some may not have the capacity to be able to support their child's learning at home, whether this is due to work commitments, family commitments or their own academic experiences. • Access to IT devices and learning materials that meet pupil need for effective home study. Effective study environments, travel distance to and from school. • Lack of self-confidence and self-esteem in pupils which means they fail to engage in the support being offered.
Projected spending	£36,343

Wider strategies for current academic year

Measure	Activity	Actions to Include	Success Criteria
Priority 1 Punctuality and Attendance	<ul style="list-style-type: none"> Continued close tracking of punctuality and attendance. 	<ul style="list-style-type: none"> Weekly attendance report on disadvantaged v non disadvantaged students Individuals causing concern followed up by HoY and EWO Catch-up time implemented in response to poor punctuality 	<ul style="list-style-type: none"> Disadvantaged students' attendance and punctuality is the same as that for non-disadvantaged students. Intervention results in improved attendance/punctuality.
Priority 2 SEMH	<ul style="list-style-type: none"> Continued social and emotional support provided by Pastoral support co-ordinators in school. Continued use of cpoms to ensure timely intervention and support. Provision of counselling. Staff CPD on well-being Ongoing monitoring of students welfare by Form Tutors and Heads of year. Survey student well-being and identify any patterns that emerge in relation disadvantaged learners. 	<ul style="list-style-type: none"> Provision of early help as needs are identified Use of WPH counselling service. On site counsellor (1 day/week) to support the covid recovery. Well-being reminder at the start of the academic year on how to spot the signs of need and identify support mechanisms. Edukit Insight survey to ascertain students current level of well-being. 	<ul style="list-style-type: none"> Students who benefit from social and emotional support are able to access the curriculum and make progress at least in line with their expected outcomes. Improved scores in Edukit survey.
Priority 3 Culture and Ethos	<ul style="list-style-type: none"> Uniform provision Music tuition Equipment provision 	<ul style="list-style-type: none"> Financial support provided for disadvantaged students: <ul style="list-style-type: none"> Joining in Y7. For peripatetic music lessons. Needing specialist equipment. Provision of an instrument to enable engagement in the Y7 music project. Staff are reminded that funding is available to support disadvantaged students. 	<ul style="list-style-type: none"> Disadvantaged students achieve qualifications in instrumental music examinations. Cultural capital is evidenced through responses in the wider curriculum Disadvantaged students engage well in the extra curricular programme. All students have access to the equipment needed for learning.

Priority 4 Transition	<ul style="list-style-type: none"> • Early engagement with parents • Effective communication. • Promotion of reading. • Extra-curricular programme. 	<ul style="list-style-type: none"> • Letter to Year 7 parents giving details of: <ul style="list-style-type: none"> ○ Resources ○ Equipment ○ Trips ○ Extra-curricular activities To facilitate planning and to highlight the means of accessing financial assistance. • Provide a reading book to students in Y6 before they join the school. • Ensure that extra-curricular activities are discretely targeted at disadvantaged students 	<ul style="list-style-type: none"> • Year 7 disadvantaged students are able to engage fully with curricular and extra-curricular activities uninhibited by lack of financial resources. • Y7 disadvantaged students have an enjoyment in reading.
Barriers to the success of this measure	<ul style="list-style-type: none"> • Student well-being and mental health inhibit engagement with the support available. • Home circumstances that students cannot control. • Attitudes towards the importance of punctuality and attendance. • Lack of appreciation of the value of cultural capital. • Embarrassment at being in need of financial support. 		
Projected spending	£14,668		

Strategies for post 16

Measure	Activity	Actions to Include:	Success Criteria
Priority 1 Future Pathways	<ul style="list-style-type: none"> • Ensure high aspirations for all students and that disadvantage should not be a barrier to post 18 options. • Tracking of attendance and punctuality of sixth form students. • Positive relationships with Form Tutors. • Targetted provision of social and emotional support • Academic and financial support is provided as required. 	<ul style="list-style-type: none"> • Investment in The Girls Network mentoring to promote aspiration and ambition. • Form Tutors provide informed support for post-18 applications • Sixth form Pastoral Support Coordinator enhances emotional well being through the UCAS process. • Subject Staff and Academic and Pastoral Support Mentor provide targeted support. • Tracking of Bursary payments. • Preparation for post-18 options including: <ul style="list-style-type: none"> ○ Pathways to Birmingham ○ Tracking of bursary use ○ UKCAT preparation ○ Oxbridge mock interview opportunities ○ Attendance at UNIQ courses ○ Signposting to different bursary schemes. 	<ul style="list-style-type: none"> • Destinations analysis shows that disadvantaged students' post-18 courses align with those of their peers. • Attendance and punctuality of disadvantaged students is at least in line with non-disadvantaged students. • Evaluation of form time activity shows evidence of positive relationships between students and staff • Bursary payments are used to support learning and engagement.
Priority 2 Curriculum and Opportunity	<ul style="list-style-type: none"> • The 16-19 study programme meets statutory requirements for all students. • Access to leadership roles. 	<ul style="list-style-type: none"> • Provision of enrichment and CEIAG activities to support the development of wider skills and highlight opportunities. These include: <ul style="list-style-type: none"> ○ Enrichment activities ○ VESPA programme ○ AQA award nominations ○ Signposting to masterclasses at Universities • Promote joiners and disadvantaged students to seek leadership roles. 	<ul style="list-style-type: none"> • All students are able to engage fully with the 16-19 study programme. • Joiners and disadvantaged students are proportionately represented in leadership positions.
Barriers to learning these	<ul style="list-style-type: none"> • Student aspirations • Student role models • Signposting from previous experiences 		

<p>priorities address</p>	<ul style="list-style-type: none"> • Student well-being and mental health • Home circumstances • Knowledge of pathways • Study skills
<p>Projected spending</p>	

Monitoring of implementation and impact

- Subject Leaders through their QA processes
- Heads of Year through their work with Form Tutors and students
- Line Managers via Line Management meetings.
- Governors will receive reports in LGB meetings and will challenge the effectiveness of provision