

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2022 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queen Mary's High School
Number of pupils in school	892
Proportion (%) of pupil premium eligible pupils	14.11%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	7 th Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Draft
Pupil premium lead	Mrs Debbie Connell
Governor / Trustee lead	Mr Laurie Shore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127.970
Recovery premium funding allocation this academic year	£19,430
<i>Recovery tutoring programme</i>	<i>£16.200</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£



Part A: Pupil premium strategy plan

Statement of intent

Objectives

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 to 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 potential impact of the Covid 19 pandemic we are striving to ensure we still reach the most vulnerable but gifted students.

We are very much aware that students who were already recognised as being disadvantaged may have been more adversely affected by the pandemic. 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.

We continue to recognise that high quality teaching and learning needs to reach all learners and teachers are equipped with a range of effective strategies to support learners. We implement targeted academic support through adult and peer mentoring programmes and have a holistic approach in understanding individual wider barriers and employ strategies to ensure they feel supported outside of the classroom to extend on that subject specific support from in the classroom.

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

Challenge number	Detail of challenge
1	Foundations of learning and metacognition: Our outreach work to promote social mobility means we have a reduced entry score requirement for 27% of each Year 7 cohort. This could suggest that some students may be less prepared to access the depth and breadth of learning opportunities to them at the start. We need to ensure that all students can access the higher level of stretch and challenge and recognise that their opportunities to experience higher level scaffolding and self-regulated study opportunities may have been limited in comparison to some of their peers. Cat4 scores this year have demonstrated a marginal gap of 10 points for disadvantaged learners in Year 7 to support this.
2	Responding to academic challenge in the classroom and failing forwards. Ensure that teachers feel equipped with a range of questioning and challenge techniques for effective differentiation.
3	Quality of access to and engagement in learning during periods of remote teaching.
4	Increasing mental health challenges. 27% of the students that receive support from the school counsellors are disadvantaged. We must ensure that we help address any MH challenges so that students can concentrate on prioritising their academic and personal progress.
5	Access to wider personal development opportunities to enhance cultural capital and drive goals and aspiration as well as academic progress.
6	Access to additional resources to support engagement and learning.

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
Students to make progress in line with their peers	Curriculum leaders will be regularly tracking and monitoring progress scores in their subjects. Disadvantaged students should be achieving the same progress levels as their peers. It is hoped that Progress 8 scores for disadvantaged students in GCSE outcomes will be at least in line with their non-disadvantaged peers.
Pupils to feel valued and supported in the academic journey	Disadvantaged students report positively on the Edukit survey analysis and in line with the non-disadvantaged students. Surveys are being undertaken each term.
Students take part in wider extra-curricular activities	Extra-curricular and house activity attendance and participation analysis should indicate that disadvantaged students are engaged in the same or increased level of activity as their peers.

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: £73,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported investment in CPD on effective questioning techniques, Rosenshine's retrieval practice, Assessment and feedback and Rosenshine's questioning.	Research evidence via the EEF toolkit indicates that the potential impact of metacognition and self-regulation processes can result in an additional 7 months progress being made. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1 and 2
Supported investment in CPD on coaching and mentoring for middle leaders and pastoral support staff	Coaching is a powerful way to ensure all staff in school have the skills to influence change, reflect on learning and deliver outstanding pedagogy. Coaching builds confidence, creates a culture that is non-judgemental, highly motivating and will transform practice. Learning how to coach supports leaders in their quest for excellence, managers in their desire to create cohesive teams and teachers who want to create a culture of learning and challenge in their classrooms. (Learning Cultures)	1 and 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a reading book to Year 6 transition students	Various sources of Research indicate the benefits of reading on academic progress. Pearson (2015) identified that pleasure reading may have a greater influence on a child's overall academic performance than their socio-economic background. Additional research from Alex Quigley - Closing the Reading gap (2020) and Doug Lemov - Reading reconsidered (2016) amongst others also support this.	1 and 6

Academic and pastoral support mentor	Evidence from the EEF toolkit indicates that mentoring can have an impact on pupil progress on average up to two months. We have ensured that the quality of our mentoring is high with regular appointment met and clear targets set and reviewed. Mentoring : EEF Toolkit	1,2 and 5
Training and investment in the Mental Health Foundation Peer Education Programme. This will include training for sixth form mentees.	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning. Peer tutoring toolkit strand : peer tutoring : EEF	4
Organising effective school led tutoring for students falling behind in maths, english and science.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £36,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Girls Network professional mentoring programme	We are working with The Girls network to develop aspirations and goals for young women to be inspired by professional women with similar interests and ambitions. EEF Mentoring toolkit strand suggests there is some evidence that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	5 and 6

Edukit well-being surveys	We want to complete a 3-year cycle on tracking student well-being. The impact of the post pandemic situation is something we still want to be able to track and be ready to evidence the implementation of further intervention and support where needed.	2 and 4
Pastoral support coordinators	Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified to enhance resilience and, hence, academic outcomes in learners (Best, 2014).	4 and 5
Counselling support	Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. DfE - Counselling in schools. A Blueprint for the future 2016	
Engagement with the Mercian Trust Multi-Disciplinary clinical team. This includes training for school staff, collaboration with local clinical services and pupil interventions.	There is strong evidence to suggest that early interventions can have a cumulatively positive impact on outcomes for young people with learning, social and emotional challenges NSPCC Early help Birmingham City Council Early interventions	
Support to purchase uniform in Year 7	EEF research would indicate that uniform does not improve attainment, However, in order to ensure that all students are presented equitably we want to ensure that no student is unable to present themselves consistently alongside their peers. In doing so we are preventing any potential unconscious bias or mental health issues that could arise from not being 'uniform'. We do not want affordability of uniform to be a barrier to lower income families accessing our outstanding education.	4 and 6
Support with music tuition	Number of research papers supporting the notion that music tuition can help with the development of both academic, social and personal development. Young people continuing to play musical instruments have developed effective learning strategies, have positive beliefs about their musical capabilities and have realistic goals and aspirations. They embrace new challenges. They have developed resilience in relation to their learning. Progression in instrumental music making for learners from disadvantaged communities A literature review	4,5 and 6

	DfE: The Importance of music	
Support with trip attendance	<p>Class trips provide the ideal way for children to experience something new and different and expand their cultural horizons. Out of the classroom, they can get hands-on and in-depth, exploring something that's completely new to them or widening their experiences of something they already know about.</p> <p>www.classtrips.co.uk/developing-childrens-cultural-capital/</p>	4,5 and 6

Total budgeted cost: £163,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 identified that the academic performance of disadvantaged pupils **exceeded** their target grade **and** the performance of their non-disadvantaged peers. The average APS score for Pupil Premium students was 8.0 when the target was 7.6. This compares to our non PP students who achieved an APS of 7.8. Progress between the two groups was consistent, both achieving 0.4 higher than their target grades.

We put this success down to excellent remote teaching and staff maintaining an awareness of who their disadvantaged learners were and ensuring engagement from them in remote lessons.

Our pastoral leaders kept track of student engagement and acted quickly to offer support to students who were struggling to engage. This included additional 1:1 support, invitations to learn in school and regular welfare phone calls to maintain student moral and provide Social, Emotional and Mental health support and signposting where needed.

We also established any students that did not have access to a suitable device for home learning. We benefited from the DfE laptop scheme and also purchased some additional devices to meet demand.

Edukit survey analysis in the summer term 2021 identified that the gaps between the three main areas of focus had the most marked improvement. (Resilience, exam confidence and self-esteem).

The Girls Network proved to be successful despite the demands of facilitating this remotely. Feedback indicates that 100% of mentees said that mentoring is a good use of their time, 82% of mentees say that mentoring helped them to focus more at school, 100% said their mentor helps them think positively about their future and 100% said that their mentor makes them feel more confident about their future. Analysis of examination results indicates that all GCSE students on the Girls Network programme exceeded their projected P8 scores. The average exceeded P8 score was 1.4. The highest progress was 2.5.

There remains a very close gap in attendance rates between PP and non PP students in the academic year 2020/21. The difference was just 0.44%. It was 0.32 the previous year and 2.07 in 2018-19. We will continue to track and monitor the attendance between the two groups.

In the summer term we wanted to ensure Year 7 students got involved with extra-curricular activities once Covid-19 mitigation measure allowed this. Disadvantaged students were carefully placed in activities and received personal invitations to attend a club. Participation was very positive.

Externally provided programmes

Programme	Provider
Professional mentoring programme	The Girls Network
Wellbeing analysis toolkit	Edukit

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable

Further information (optional)

In response to the impact of the Covid-19 pandemic on mental health and wellbeing we used some of the Covid recovery funding from the DfE to employ an onsite school counsellor. We have increased capacity further this year and she is on site 2 days a week.

We have also increased capacity of pastoral support with a new part time member of staff available to support more students at the earliest point of need and employ her newly acquired mental health first aid and physical first aid qualifications.