

Pupil premium strategy statement 2022-23

Queen Mary's High School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	909 (7-13) 718 (7-11)
Proportion (%) of pupil premium eligible pupils	16% (7-13) 18% (7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	8 th December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	LGB – 6 th December 2022
Pupil premium lead	Mrs D Connell
Governor / Trustee lead	Mr R Gupta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,715
Recovery premium funding allocation this academic year	£44,370
National tutoring programme allocation	£25,434
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£195,085

Part A: Pupil premium strategy plan

Statement of intent

Queen Mary's High School recognises that all students should be supported at their point of need. We track and monitor academic performance and progress of students with an analytical oversight of their wider needs and their emotional well-being.

We have high aspirations for all our students and our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 with local primary schools, particularly promoting applications from disadvantaged children. The admissions arrangements have been adjusted to enhance the chances of girls eligible for pupil premium obtaining a place by implementing a lower qualifying score. We are striving to ensure we still reach gifted students from all backgrounds and that their families know how they can access the opportunity to attend a selective grammar school and that they will be supported to make significant progress whilst here.

We are very much aware that students who were already recognised as being disadvantaged may still 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 an individual's wider barriers and employ strategies to ensure they are supported outside of the classroom to extend the subject specific support in the classroom.

Challenges

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

Challenge number	Detail of challenge
1. Academic rigour and challenge	Ensure that all teachers feel equipped with a range of questioning and challenge techniques for effective high-quality teaching and learning for all pupils and in particular those from a disadvantaged background.
2. Foundations of learning and metacognition	Our outreach work to promote social mobility means we have a reduced entry score requirement for 30% 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.
3. Cultural capital	Ensure that all students have access to wider personal development opportunities to enhance cultural capital and drive goals and aspiration as well as academic progress.
4. Pride	To effectively identify which pupil premium students are the most disadvantaged without attaching a 'negative label' to them.
5. Parental empowerment	We have seen a decrease in the number of parents engaging with workshops to support learning and additional support plans yet recognise the impact that parental engagement can have in a child's progress.
6. Fear of failure / failing forwards	Students continue to be hard on themselves when they do not do well in summative assessments. We want to embed a positive praise 'culture for learning' and not just of assessment and outcomes. Students will sometimes find it easier to 'fail' than to work hard for success.
7. Mental health and social media pressures to fit in.	We continue to manage situations where peer pressure in the online world is affecting behaviour, friendships and elements of safeguarding. We are therefore reviewing how and when we teach about mental health specifically in relation to social media. Our disadvantaged students may be affected by this more if their parents are not equipped to monitor online usage.
8. Aspirations	Ensuring that all students despite their background feel empowered to continue to strive for the very best and that disadvantage should not be a barrier to these aspirations.

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
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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. The intention is that Progress 8 scores for disadvantaged students in GCSE outcomes will be in line with their non-disadvantaged peers.
Pupils to feel valued and supported in their academic journey	Use of the Bounce Together package to receive and analyse the wellbeing and mind-set of disadvantaged students. To recognise early where support can be offered and we can nurture and empower all students to access the high-quality teaching provided.
All disadvantaged students will take part in the wider curriculum offer	Analysis of Evolve registers and Making a Positive Contribution award will demonstrate that disadvantaged pupils are both participating and leading in wider school activities.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This will be demonstrated by the attitude to learning scores being in line with their non-disadvantaged peers.
Disadvantaged students feel empowered to achieve in line or beyond their peers.	Bounce Together questionnaires to gather this information and target students who present as disengaged. Longer term - disadvantaged student university destinations are as aspirational 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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported investment in CPLD on effective questioning techniques, scaffolding and challenge. A particular focus on responsive teaching and personalised learning.	The pandemic and intermittent absences from the classroom have led us to think more creatively about how we ensure gaps of learning are recognised and responded to within the classroom. Evidence from the EEF written marking review indicates that teacher marking is not	1, 2, 6

	<p>the single most effective strategy for giving students feedback.</p> <p>Further research from the Cabot Learning Federation Great teaching 2: Responsive teaching offers a summary of key takeaways and reflective questions for teachers</p>	
Supported investment in teacher feedback for effective learning	<p>Meaningful feedback when done well, supports pupil progress, builds learning, and addresses misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This can be more pertinent in disadvantaged students who may lack confidence to proactively seek feedback.</p> <p>Teacher Feedback to Improve Pupil Learning Education Endowment Foundation</p>	1,2,6
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to use and interpret assessment data effectively.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Cat 4 tests and reading age tests will help us to identify what the gaps are, and which students may require earlier support for personal growth and development.</p>	1, 2, 5
Investment in developing leader and teacher understanding of pupils' language and oracy skills in order to identify and address barriers to learning.	<p>The EEF Oral Language interventions found that the impact can be high for minimal cost.</p> <p>We suspect the reading age of students has declined in line with a national pattern but need to invest in standardised testing to ensure we have a clear picture of the trend in our current cohort of students.</p> <p>Further investment will then be made on improving these skills where required.</p> <p>EEF Oral Language interventions Toolkit</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	1, 2, 6

	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
Investment in training for staff to use academic, attendance and behaviour data to inform early and effective interventions and support for pupils.	<p>The DfE Working together to improve attendance document published May 2022 identifies that leadership should ensure staff receive professional development and support to deploy attendance systems effectively. (p.23/24) and also work across academy trust schools to share good practice.</p>	1, 3, 5
Engagement in Maths mastery (year 3) with the NCETM.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an academic learning coach to provide 1:1 and small group support to ensure students are supported to better access their learning outside the classroom	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 appointments met and clear targets set and reviewed. Mentoring EEF Toolkit	1, 2, 5, 6
Enhancement of the Peer support programmes in school. Including subject prefects, Youth Peer Mentors and the Mental	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	1, 2, 6

Health Peer Educator Programme.	<p>academic year. Senior Mental Health Lead training for identified pastoral leaders</p> <p>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.</p> <p>Peer tutoring toolkit strand peer tutoring: EEF</p>	
Organising effective use of the National Tutoring Programme funding to support students who have fallen behind and will benefit from subject specific targeted 1:1 support.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5

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

Budgeted cost: £67,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Girls Network professional mentoring programme	<p>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.</p> <p>EEF Mentoring toolkit strand suggests there is evidence that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial</p>	3, 6, 8

	for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	
Bounce Together wellbeing surveys	Using a recommended toolkit to gather and measure effective wellbeing data which allows us to look at trends within our disadvantaged groups and target additional help and support to ensure students are mentally equipped to access their learning Bounce Together testimonials	3, 4, 7
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).	5, 6, 7
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	6, 7
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	6, 7
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 the affordability of uniform to be a barrier to lower income families accessing our outstanding education.	4, 5

<p>Support with music tuition</p>	<p>A number of research papers supporting the notion that music tuition can help with the development of both academic, social and personal development. Young people who continue 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</p>	<p>2, 3, 4, 7</p>
<p>Support with trip attendance</p>	<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 is completely new to them or widening their experiences of something they already know about. www.classtrips.co.uk/developing-childrens-cultural-capital/</p>	<p>3, 4, 5</p>
<p>Investment in Go 4 School attendance and behaviour module to support tracking of students and a focus on PP students</p>	<p>The DfE Working together to improve attendance document identifies the need for robust systems to inform interventions and support. Go4Schools attendance module can provide online recording and analytics for all staff which will also improve following our digital transformation.</p>	<p>5, 8</p>
<p>Employment of a support staff member to oversee students' behaviour and culture who will have a focus on prioritising support offered to our most vulnerable students.</p>	<p>Parental engagement will be a key aspect of his persons role and the relationship between pupil, parents, and school. The EEF toolkit indicates that with the right implementation plan parental engagement can make up to 4 months improved progress. EEF Parental Engagement</p>	<p>4, 5, 8</p>

Total budgeted cost: £210,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was **-0.08**. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was **69.4**. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was **37.5** and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was **-0.55** and for non-disadvantaged pupils it was 0.15. Our students have therefore made better progress as a group than in other secondary schools.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 as a group was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was **0.72**, and the Attainment 8 score was **76.5**. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

EBacc entry for disadvantaged pupils was **93%** and was significantly higher than our non-disadvantaged students who achieved **83%**. This is something we hope to build upon as a positive.

We had some excellent individual outcomes for our Year 11 disadvantaged students with 10/14 students achieving a positive Progress 8 score. There was one student who was a significant outlier in this group. There were also some excellent individual successes with 4/14 students gaining more than 1 full grade more than they had been projected.

Absence among disadvantaged pupils was marginally lower than their peers in 2021/22 with a 0.64% difference. We recognise that there are some individual disadvantaged students in some year groups with lower attendance so continue to have attendance tracking and intervention as a priority in this year's plan.

Pupil behaviour remains excellent across the school however, analysis of last year's behaviour points demonstrates that there was a gap with all students achieving an average of 16.93 positive points compared to 14.29 for disadvantaged and in terms of negative behaviour -0.19 for all students and -0.57 for disadvantaged students. Developing a positive praise culture amongst all students has become a focus for this year's plan and ensuring that staff really know who their disadvantaged students are and empowering them to make 'even better' progress through effective praise and feedback.

Our wider pastoral support and proactive approach to providing emotional support to children at their point of need is demonstrated to be effective with 64% of students eligible for pupil premium funding receiving additional pastoral support and accessing wider projects and initiatives that will continue to benefit them beyond their GCSE outcomes.

All disadvantaged students were invited to take part in the Girls Network project. 71% were successfully awarded a place.

Our Year 5 Outreach project is gaining ground and becoming more successful with an increase in students eligible for Pupil Premium funding joining the school in Year 7. The outreach work these students were invited to took place during the pandemic so an adapted outreach program was delivered. We continue to refine the approach to our outreach work in order to continue to attract the most able Walsall girls.

We are regularly reviewing our strategy plan and have made some changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Girls Network 1:1 mentoring programme	The Girls Network
Edukit well-being surveys	Edukit

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A
The impact of that spending on service pupil premium eligible pupils
N/A