Pupil premium strategy statement – 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	937
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years (3 year plan recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nicola Daniel
Pupil premium lead	Mark Harris
Governor / Trustee lead	Mr T Normanton and Mr R Gupta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,204
Recovery premium funding allocation this academic year	£ 48,300
Pupil premium (and recovery premium*) funding carried forward from previous years.	£ 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*	£242504

Academic year/years (3 year plan recommended)

Part A: Pupil premium strategy plan

Statement of intent

Vision: As a selective school we recognise that our students have high prior attainment as entrants and understand that our disadvantaged students may face a range of challenges that prevent them from fully accessing the opportunities that a high-quality education offers them. Our focus is that all students, regardless of background, can do and be their best, making good progress and achieving high attainment across our academically rigorous curriculum, whilst also immersing themselves in our culturally rich extra-curricular offer, enrichment programme and careers opportunities.

High quality, adaptive, responsive teaching is at the heart of our approach. The EEF evidence-research has proven this to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting our non-disadvantaged students too, ensuring our approach is fully inclusive. We consider the challenges faced by disadvantaged students, including those students with SEND and we are committed to narrowing any gap between our disadvantaged students and their peers, ensuring they are able to access all aspects of their school career.

Our approach will be responsive to common challenges and individualised needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage.

Objectives:

- To ensure all students receive high quality, inclusive and adaptive teaching and learning within the classroom;

- To ensure all staff maintain high expectations for all students;

- To ensure all staff can identify the needs of disadvantaged students and work collaboratively to support these students to make progress in line with their peers;

- To provide individual support for students who are not making expected progress in lessons;

- To remove barriers to access and learning caused by financial, family, and social disadvantage;

- To ensure attendance at school of disadvantaged students is at least in line with the school's expectations;

- To ensure students are supported in their social and emotional wellbeing;

Academic year/years (3 year plan recommended)

- To address literacy and cultural capital gaps among disadvantaged students, and

- To support our disadvantaged students to engage fully with all aspects of school life through the taught curriculum, enrichment opportunities, careers, and extra-curricular programme.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap between disadvantaged and non-disadvantaged students with regard to attainment measures.
2	Our outreach work to promote social mobility means we have a reduced entry score requirement for PP students. This means that for some, not all, who join the school, those students with a reduced entry requirement have a gap in the skills, knowledge and understanding at the start of their school career.
3	Attendance data shows that disadvantaged students have a marginally lower attendance rate than their non-disadvantaged peers.
4	Student voice and questionnaires evidence that a significant number of disadvantaged students have a limited view of their further education and career aspirations.
5	Student voice and interviews evidence that disadvantaged students have a fear of failure and lack the resilience and self-regulation strategies to see failure as part of learning and, at times, will opt out of challenge.
6	Reading data demonstrates that there is a marginal gap between reading ages between disadvantaged and non-disadvantaged students. This gap in text analysis, inference, comprehension and vocabulary acquisition can be a barrier to students successfully accessing the curriculum.

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
To develop and implement teaching and learning principles that improve attainment for disadvantaged students across the curriculum by the end of Key Stage 4. Particularly in EBacc subjects with a focus on English.	Even though PP numbers are higher in year 11 than previous years, in 2024/25 there is a reduction in the gap of KS4 outcomes for disadvantaged students are and non-disadvantaged peers.

Academic year/years (3 year plan recommended)

To develop and improve systems to track, monitor and support disadvantaged students so that, by the end of Key Stage 3 attainment for disadvantaged students is in line with the attainment of non-disadvantaged peers. (Those disadvantaged students who entered the school with lower attainment are in line with their peers)	Disadvantaged students are gaining the same progress measures as non-disadvantaged peers from similar starting points.
To develop high quality assessment that is linked to the curriculum so disadvantaged students are supported and challenged to achieve.	Through assessment and feedback practice, disadvantaged students are supported to recognise where they have misconceptions, and through feedback are clear on what they need to do to improve using concise actionable steps.
To develop curriculum expectations and descriptors for students' performance and attainment so disadvantaged students are clear on what they need to do to improve their attainment.	Disadvantaged students have a clear understanding of the success criteria for a unit of work so they can be supported to identify gaps in their skills, knowledge and understanding.
Disadvantaged students have the self-regulation and resilience skills to see failure as part of learning and achieve in line with their peers.	Qualitative data from student voice, student surveys and teacher observations indicate an improvement in lesson participation and resilience to challenge. Disadvantaged students can clearly articulate how to support themselves when preparing for examinations.
To develop robust attendance and punctuality systems to achieve and sustain improved attendance for all students in particular our disadvantaged students.	Achieve attendance levels of 97% for all students. The gap between disadvantaged and non-disadvantaged peers has reduced to 0.
Disadvantaged students are supported and challenged to make appropriate choices for education pathways. There is a successful careers programme in place to offer guidance.	Create an appropriate careers programme to offer advice and support to disadvantaged students in making suitable and ambitious choices for sixth form, colleges, universities, apprenticeships, further education training or employment at Post-18. - Provision of a careers programme that meets the Gatsby Benchmarks. - Destinations for leavers to show all disadvantaged students able to access Level 3/4 courses in sixth form, colleges, universities or apprenticeships, where this the most appropriate route.
To implement a Tutor Reading Programme so disadvantaged students have the necessary reading comprehension and vocabulary skills to allow them to access the curriculum successfully at key stage 3 and 4.	Reading tests demonstrate at least a correlation between chronological age and reading age. There is no gap between the average reading ages of PP and non-PP students.

Academic year/years (3 year plan recommended)

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching by implementing our Teaching and Learning Principles that underpin quality first teaching.	EEF: The teaching toolkit. This document details the key components of high-quality teaching. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	1 and 5
A focus on embedding and sustaining key Teaching and Learning Principles • Modelling • Checking understanding • Deliberate Practice	EEF: The teaching toolkit. This document details the key components of high-quality teaching. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	1 and 5
A professional development programme that operates at four levels: Trust wide School wide Department Level Individual coaching	EEF: The Effective Professional Development guidance details the 14 mechanism of effective PD. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1, 5 and 6

Academic year/years (3 year plan recommended)

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

Budgeted cost: £ 52,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Centralised data tracking of disadvantaged students' progress and attainment against their peers.	Standardised tests can provide insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/index.php?/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better Individualised instruction | EEF (educationendowmentfoundation.org.uk)	1
Investment into ART Reading Assessment	The ART Reading Assessment is a robust reading age test that can help to diagnose barriers to reading. The assessment tests reading analysis, inference, comprehension and vocabulary. Evidence supports the requirement for reading to support students' ability to access the curriculum. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	6
One to one student and parent/carer meetings	Leaders within the school are meeting with individual parents in key stage 3 to discuss any barriers to learning, and to be proactive in dealing with any issues that may hinder progress. One to one tuition | EEF (educationendowmentfoundation.org.uk)	2 and 4

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

Budgeted cost: £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the Tutor Reading Programme	The development of tier 2 vocabulary can support students' understanding and comprehension of text. Reading widely also supports students' cultural capital by exposing them to a breadth of genres and diversity in title selection.	6

Academic year/years (3 year plan recommended)

	Reading also helps to support students' mental health. Evidence shows that reading can reduce anxiety and the school's canon of text include a selection of titles that address self-development and diversity. [Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk)](#)	
Girls' Network professional mentoring programme	The Girls' Network helps 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 evidence that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be beneficial for disadvantaged students, as the development of trusting relationships with an adult or older peer can provide a different source of support.	3,4 and 5
Recruitment of a Social Mobility Champion	The recruitment of a social mobility champion will support staff to diagnose barriers to learning and will work alongside the students to access the curriculum and gain the necessary skills, knowledge and understanding to progress in their academic career. This position will support students to engage full in both the curricular and extra-curricular offer at the school. There will also be support for careers advice and guidance. [Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)](#)	2,3,4,5
Contingency fund for acute issues, whilst also considering the impact of the cost of-living crisis. This will include assessing students' individual needs and applying funding to their situation.	From prior knowledge and experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These might include (not an exhaustive list): specific equipment, uniform or taxis.	2
To implement a revised behaviour framework	The revised behaviour framework has a clear focus on praising students' progress. This attention to praise is linked to raising student self-esteem and	1 and 3

Academic year/years (3 year plan recommended)

	confidence, both qualities that disadvantaged students may be lacking. The EEF research on learning behaviours supports this approach. [Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk)	
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	2 and 4

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
		2 and 4

Total budgeted cost: £ 242504

Academic year/years (3 year plan recommended)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023 the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students -0.22 compared to +0.74 for non-disadvantaged students.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) disadvantaged students achieved 6.68 in comparison for 7.54 for non-disadvantaged students. See DfE guidance for more information about KS4 performance measures.

The average point score was 6.59 for disadvantaged students and 7.42 for non-disadvantaged students. This is measured against a national average of 4.6. Whilst still positive, there remains a gap between disadvantaged and non-disadvantaged students.

Disadvantaged absence rates were marginally lower in 2022 -23 with figures of 92.8% attendance compared to 94% for non-disadvantaged students.

Student behaviour remains excellent across the school. There is a slight difference between positive points awarded to disadvantaged students in comparison to non-disadvantaged students. On average disadvantaged students are awarded 38.23 positive points compared to 40.72 for non-disadvantaged students.

Student voice has shown a positive impact of some of the wider strategies employed through the 2022-23 academic year. Namely the Girls' Network Professional Mentoring Programme was reviewed positively by the students involves who felt they gained confidence and developed their self-esteem whilst on the course. Also, the peer-to-peer mentoring has supported students' skills, knowledge and understanding in certain subjects.

This Pupil Premium strategy is a comprehensive plan to ensure that every disadvantaged student receives the support they need to excel academically and develop holistically. By focusing on high-quality teaching, targeted academic support, and the wider strategies, we aim to close the attainment gap and provide equal opportunities for all our students. Regular assessment and adaption are key to the success of this strategy, and we are committed to its ongoing improvement. The Pupil

Academic year/years (3 year plan recommended)

Premium strategy continues to be reviewed and evolves over time to meet the needs of our students and the changing nature of education.

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
Sparx Maths	Sparx Limited
Kay Science	Kay Science Ltd
The Girls' Network 1:1 mentoring Programme	The Girls' Network
Coach Bright	Coach Bright

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

Academic year/years (3 year plan recommended)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Academic year/years (3 year plan recommended)