



## Pupil Premium Impact Statement 2018/19

A Chosen Activity	Estimated Impact	Lessons Learnt
<p>An extra set in Maths and English in each year group</p>	<p><b>Maths</b></p> <p>QEGS has a small proportion of (6Y) pupils in each year group which means that comparing percentages does not always give a clear picture. As an approximation, a 4% gap is roughly equivalent to one pupil.</p> <p>Year 7 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 11% below and %9-5 11.6% below.</p> <p>Year 8 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 9.7% below and %9-5 10% below.</p> <p>Year 9 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 10.1% below and for %9-5 was 16.8% below.</p> <p>Year 10 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 10.6% below and at %9-5 was 13.1% below.</p> <p>Year 11 65% (6Y) pupils gained grade 4 or above at Maths GCSE. Amongst the full cohort the figure was 87%. 35% (6Y) gained grade 5 or above at Maths GCSE. Amongst the full cohort the grade 5 or above figure was 63%. Prior Attainment for the Disadvantaged (6Y) pupils are High (35%), Middle</p>	<p><b>Year 11</b></p> <p>Attainment in Mathematics GCSE was very good in August 2019 and well above national figures.</p> <p>Increasing outcomes in Mathematics for Disadvantaged (6Y) pupils is a priority for the Senior Phase in line with further improving Maths outcomes for All at the grade 5+</p> <p>We will continue to fund the extra set in Maths to give every pupil the very best chance of success.</p>



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(39%) and Low (26%) compared to All - High (60%), Middle (26%), Low (11%), None (3%). This does account for the gap between Disadvantaged (6Y) and All.

### **English**

Year 7 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 7.1% below and %9-5 2.0% below.

Year 8 The attainment gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 11.3% below and at %9-5 6.4% below.

Year 9 The gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 6.0% below and at %9-5 1.3% below.

Year 10 The gap for (6Y) pupils at the end of the academic year relative to their peers was %9-4 9.4% below and at %9-5 10.6% below.

Year 11 The GCSE English results were excellent. 87% of (Y6) pupils gained a grade 4 or above in English. 70% of (6Y) pupils gained a grade 5 or above at English. This is compared to 94% of All pupils gaining a grade 4 or above in English and 84% gaining a grade 5 or above at English.

### **English**

Attainment in English GCSE was outstanding in August 2019 and well above national figures. We will therefore continue with this initiative for the next academic year.



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	<p>65% of (6Y) gained grade 4 or above at both Maths and English GCSE.</p> <p>35% of (6Y) gained grade 5 or above at both Maths and English GCSE</p>	
<p>Targeted Maths and English days, one per term, for Year 10 and Year 11 pupils</p>	<p><b>Maths</b></p> <p>Year 10 74.2% of (6Y) pupils gained 9-4 in the June 2019 exam. 45.2% of (6Y) gained 9-5 in the June 2019 exam</p> <p>Year 11 65% (6Y) pupils gained grade 4 or above at Maths GCSE. Amongst the full cohort the figure was 87%. 35% (6Y) gained grade 5 or above at Maths GCSE. Amongst the full cohort the grade 5 or above figure was 63%.</p> <p>Pupils completed pupil voice questionnaires after each targeted day and, from this feedback, it is clear that pupils' gain mathematical confidence from this initiative.</p> <p><b>English</b></p>	<p><b>Maths</b></p> <p>Although there is a gap relative to All, Year 10 (Y6) pupils attaining well in Maths. Maintain this initiative.</p> <p>The majority of Year 11 6Y pupils achieved a standard pass or above in Maths at GCSE.</p> <p>We will continue with this initiative for the next academic year as results in GCSE Maths as a school are very good and significantly above national figures.</p> <p><b>English</b></p> <p>The majority of Year 11 6Y pupils achieved a standard pass or above in English at GCSE with the majority achieving a good pass or above.</p>



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	<p>Year 10 75.2% of (6Y) pupils gained 9-4 in the June 2019 exam. 45.2% of (6Y) gained 9-5 in the June 2019 exam</p> <p>Year 11 The GCSE English results were excellent. 87% of (Y6) pupils gained a grade 4 or above in English. 70% of (6Y) pupils gained a grade 5 or above at English. This is compared to 94% of All pupils gaining a grade 4 or above in English and 84% gaining a grade 5 or above at English.</p> <p>Pupils completed pupil voice questionnaires after each targeted day and, from this feedback, it is clear that pupils' gain confidence in English from this initiative.</p>	<p>We will continue with this initiative for the next academic year as results in GCSE English as a school are good and significantly above national figures.</p>
<p>Subject clinics with priority given to PP/6Y pupils</p>	<p>Subject clinics are provided in History, Maths, French, Chemistry, Physics, Biology, DT, English and Geography.</p> <p>The estimated Progress 8 measure for the school is + 0.07</p> <p>The estimated Progress 8 measure for FSM6 is -0.34. This is in line with the national average for this group</p>	<p>Whilst clinics remain optional, HOFS, subject leads and classroom teachers do encourage PP/6Y pupils to attend clinics and, those PP/6Y pupils that do attend regularly, do see increased attainment and therefore progress in their final GCSE grade.</p> <p>We will continue with this initiative in the next academic year and expand it to include more robust attendance records and contact home and/or Senior Leaders for those who do not attend.</p>
<p>Maths and English weekly interventions for Year 11. Priority</p>	<p>Outcomes for Y11 6Y pupils are good with 87% of pupils achieving grade 4 or above in English and 65% of pupils achieved a grade 4 or above in Maths.</p>	<p>Outcomes in GCSE English and Mathematics as a school are good and above national figures.</p>



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<p>given to PP/6Y pupils</p>	<p>Pupil voice from those who have taken part has been very positive and we have seen direct improvements in attainment in several individual cases.</p>	<p>We will continue with this initiative as pupil voice from those who have taken part has been very positive and we have seen direct improvements in attainment in several individual cases.</p> <p>We will further improve this initiative by starting it earlier in the academic year and reviewing the attendance list at half termly intervals to ensure that pupils are targeted appropriately.</p>
<p>Funding 'MyMaths'</p>	<p>The 'MyMaths' software is regularly used and well regarded as a resource by the Mathematics Faculty. Feedback from PP/6Y pupils has been positive and they enjoy that this work can be targeted and completed independently. In particular, this resource assisted pupils in their revision processes and the results of this was seen in the final outcomes of the academic year.</p>	<p>Continue with My Maths in September 2019.</p> <p>Monitor more robustly the usage of the software to ensure that the Mathematics teachers can further target individual topic areas for PP/6Y pupils.</p>
<p>Funding 'Bedrock Learning for PP/6Y Pupils in Year 9</p>	<p>In using Bedrock, PP/6Y pupils had an average of 7% improvement in their understanding of Tier 2 vocabulary.</p>	<p>This academic year we intend to improve this figure by delivering Bedrock opportunities within English and library lessons instead of during form period.</p> <p>Bedrock software is also being made available to Y5 pupils.</p>
<p>Accelerated Reader Years 2 to 8</p>	<p>Improvements have been seen in the recorded reading ages for all PP/6Y pupils. Small numbers do skew the overall average with the number of months improvement varying from pupil to pupil.</p>	<p>We will be continuing with Accelerated Reader for Years 2 to 8 due to the impact it has in increasing reading ages.</p> <p>We will use some funding in the next academic year to further increase the number of accelerated reader books in the Primary Phase.</p>



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	<p>The percentage of children at the end of KS2 achieving Expected or Above in Reading is good and is above the National percentage for this measure and the percentage of pupils achieving grade 4+ at KS4 in English is outstanding at 94%.</p> <p>Accelerated Reader is having a positive impact on achieving good outcomes at external points as it improves reading skills.</p> <p>Improvements have been seen in the recorded reading ages for all PP/6Y pupils. Small numbers do skew the overall average with the number of months improvement varying from pupil to pupil.</p> <p>QEGS has a small proportion of PP/6Y pupils in each year group which means that comparing averages does not always give a clear picture.</p>	
<p>Mentoring system implemented. Deputy Head, Head of Section meets with each Senior Phase PP pupil 3 times per year.</p>	<p>NHV, MDH and JRH have met regularly with PP pupils and their progress has been closely followed and recorded. Liaison with staff and parents/carers. This has enabled the Mentor to address the needs of individual pupil, to give praise, offer support and liaise with parents/carers and staff as appropriate. It also gives the Mentor the opportunity to celebrate individual pupil's achievements and raise self-esteem and aspirations.</p>	<p>Due to an increase in PP/6Y numbers, this system does need to be expanded to other members of staff in order that we can also expand to 6Y pupils.</p>



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	<p>Impact can be seen in individual case studies where we have seen improvements in attainment, progress, self-confidence, resilience and social skills.</p> <p>As well as focusing on pupil wellbeing, there has been a focus on attendance and attainment</p>	
<p>Attendance of PP/6Y pupils</p>	<p>Attendance for PP/6Y pupils Yr 1-11 was as follows for the three terms;</p> <p>Michaelmas Term PP 95.63%, 6Y 95.86%</p> <p>Lent Term PP 94.65%, 6Y 95.25%</p> <p>Trinity Term PP 93.75%, 6Y 94.54</p> <p>These are significantly above national figures.</p>	<p>Full attendance is essential if pupils are to achieve their full potential. We will therefore continue with this initiative.</p>
<p>Specific time given to Assistant Head Data to create individual data analysis sheets and records for PP pupils to ensure that progress is monitored and tracked effectively.</p>	<p>Data analysis sheets and individual pupil mentoring sheets have been produced and progress of individual pupils monitored to enable comparison to be made between PP pupils and their peers. The individual pupil mentoring sheets have had positive feedback from pupils and have allowed productive conversations between mentors and PP pupils to take place. They have also allowed targeted interventions and support to be recorded and shared between Senior Leaders.</p> <p>Impact can be seen in individual case studies where we have seen improvements in attainment, progress, self-confidence, resilience and social skills.</p>	<p>This initiative will continue in the next academic year to facilitate the continuation of the mentoring of PP/6Y pupils by Senior Leaders.</p>



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<p>Extended Library Opening</p>	<p>Both PP and 6Y pupils regularly attend the supervised Homework Club that is held 5 times a week.</p> <p>This is a PP initiative that benefits small numbers of pupils on a regular basis. The whole school community benefits from this initiative.</p>	<p>NHV/Heads of Year to keep on publicising H/W Club</p> <p>We will continue with this initiative in the next academic year and expand it to include more robust attendance records and contact home and/or Senior Leaders for those who stay at school but do not attend the H/W Club.</p>	
<p>High quality feedback and marking. Use of purple pens by pupils for corrections</p>	<p>INSET training regarding effective marking and feedback to promote learning was provided to teachers and all pupils were provided with purple pens for corrections. Evidence can be seen in exercise books of pupils engaging with this initiative and using it to further develop/consolidate their learning.</p> <p>Purple pen replacements are provided to PP/6Y pupils free of charge.</p>	<p>Further embed this initiative across the Senior Phase and collect more evidence as to how pupils are directly benefiting from this initiative.</p>	
<p>The total cost for these initiatives has been £126,523. In addition we have been able to use PP monies to fund extra interventions for PP pupils in the Primary Phase and Secondary Phase by using specific TA time. The total costs of this has been £37,850</p>			
<p><b>Other approaches</b></p>			
<p>Provide revision and study skills training for Year 11 pupils.</p>	<p>Revision skills presentation provided in September 2018. Feedback from PP/6Y pupils was positive with an increase seen in self-confidence. Pupils were able to describe different approaches to revision.</p> <p>We were very pleased with the GCSE performance of GCSE pupils in June 2019</p>	<p>We will continue with this initiative as there is need to fine tune pupils' examination skills for the new linear examinations and PP/6Y pupils did gain in self-confidence from attending this day.</p> <p>This initiative will be repeated in future but will be further enhanced by a more targeted Y11 mentoring session with NHV straight after the revision skills presentation for overview of preparation for GCSE/mock examinations and a</p>	



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		further follow up in January so that we can be sure that all PP/6Y pupils continue to have effective revision skills.
School Counsellor	<p>A school counsellor has been provided in both the Primary Phase and the Senior Phase and has provided support for PP/6Y pupils.</p> <p>There has been an increase in self confidence in those pupils that have accessed this initiative and it has promoted better individual attendance, mental health and attitudes to learning. Case studies have been collated to evidence this.</p>	<p>We will continue with this initiative to assist in the schools overall approach to ensuring the good mental health of our pupils.</p> <p>We will further develop this initiative by ensuring that waiting lists are reviewed at least monthly to ensure that we can prioritise PP/6Y pupils.</p>
Provide text books/revision materials to PP/6Y pupils	<p>Revision materials/resources provided in several subjects for PP/6Y pupils.</p> <p>This initiative ensures that PP/6Y pupils have the resources that they require to support their studies, raising their self-confidence and lessening anxiety.</p> <p>The progress 8 figure for 2019 is -0.34 which is an increase compared to 2018 and it is in line with the national figures.</p> <p>It is essential that all PP/6Y pupils have the resources they need to access the full curriculum and therefore be in a position to achieve their best.</p>	We will continue with this initiative, targeting pupils in extra need through HoFs and Mentor sessions.
Year 7 Parents' Social Evening.	It was a successful evening, and extensive interaction between parents/carers, Head, Senior Leaders, Head of Year and members of teaching staff.	This initiative will be repeated. Follow up contact will be made with those parents/carers of PP/6Y children who do not attend the event.



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	<p>15 out of 27 PP/6Y families were represented.</p> <p>An opportunity for parents/carers to obtain first-hand information regarding the Schools high expectations of pupils both academically and pastorally and also to find out about the broad extra- curricular package that is available.</p> <p>This initiative was well supported and allowed school to build relationships with parents/carers in order to target monies as appropriate. Specifically it allowed for information to be passed directly to parents/carers regarding accessing funds in order for their children to be fully involved in events/visits.</p>	
Trip Fund	<p>Funds have been provided for PP/6Y pupils to attend trips. There has been an increase in self confidence in those pupils that have accessed this initiative and it has promoted better individual attendance and attitudes to learning.</p>	<p>Continue with this initiative with priority given to those currently receiving Free School Meals.</p> <p>Many PP/6Y pupils have accessed trips as a result of this fund.</p>
Clothing Fund	<p>Funds have been provided to cover the cost of uniform for those PP/6Y families that are in need.</p> <p>There has been an increase in self confidence in pupils that have accessed this initiative and it has promoted better individual attendance and attitudes to learning. Case studies have been collated.</p>	<p>Continue with this initiative. Close liaison with HOYS and Head of Primary Phase to ensure assistance is well targeted.</p>



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<p>Most able talks with visiting speakers</p>	<p>There has been a range of events in school throughout the year. Any payment for these events has been provided by PP monies for PP/6Y pupils, with priority given to PP/6Y pupils at attendance at these events.</p> <p>Feedback from pupils has been good and this is evidenced through the evaluations completed after each event by the teacher in charge of the event.</p>	<p>Aim to increase the number of specific events that target the most able during the next academic year to further raise aspirations in PP/6Y pupils.</p>
<p>To provide a resources fund for HOFS/subject leaders to bid for to provide initiatives for PP pupils</p>	<p>In 2017/18 year HOFS have not applied for PP funding initiatives due to being able to provide necessary resources and equipment through individual Faculty budgets.</p>	<p>This initiative to be repeated but widen the opportunities that are able to attract this funding.</p>
<p>Mentoring system implemented. A Primary Phase leader meets with each Primary Phase PP pupil 3 times per year.</p>	<p>Primary Phase leaders have met regularly with PP pupils and their progress has been closely followed and recorded. Meetings are held with the pupil's teachers and liaison with parents/carers as appropriate.</p> <p>Pupils have demonstrated greater self-confidence and progress recorded through individual pupil monitoring sheets. Interventions have been targeted and timely and have included some of the information gathered through the mentoring sessions.</p> <p>External results for disadvantaged pupils at all Key Stages in the Primary Phase have been very strong.</p>	<p>Continue with this initiative. Further develop the pupil voice part of mentoring to ensure that more intervention can be targeted to what pupils see as their areas which they wish to develop.</p>



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<p>Primary Booster Sessions</p>	<p>Targeted intervention, challenge and stretch for PP/6Y pupils. PP/6Y were pupils targeted to attend the booster sessions and given priority. Joint Leaders of Primary Phase collated registers of which pupils attended each session.</p> <p>Booster sessions have been positively received by pupils and will continue next year.</p> <p>Outcomes have increased for PP/6Y pupils at external data points.</p>	<p>We will continue with this initiative and further develop it be ensuring that attendance registers are regularly reviewed.</p>
<p>New parents evening for parents of pupils in Year 3</p>	<p>A successful evening and there was extensive interaction between parents/carers and staff. This initiative was well supported and allowed school to build relationships with parents/carers in order to target monies as appropriate.</p>	<p>Continue with this initiative next year. Follow up contact will be made with those parents/carers of PP/6Y children who do not attend the event.</p>
<p>New parents evening for parents of pupils in EYFS and KS1</p>	<p>A successful evening and there was extensive interaction between parents and staff. Attendance from families was good and allowed relationships between teachers and parents/carers to be formed early in the academic year.</p> <p>Home Visits were also conducted before the meeting to stress the importance of attendance at the meeting and this was followed by a KKS message.</p>	<p>Continue with this initiative next year.</p> <p>Attendance was much higher than last academic year and therefore two separate meetings were held due to high numbers attending. Continue to organise two meetings.</p>



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<p>Primary Chess Club</p>	<p>Funds have allowed PP/6Y pupils to have the opportunity to access Chess Club by paying for their costs. This has allowed pupils to develop their problem solving and strategic thinking skills.</p>	<p>Continue with this initiative as this have been positively received and are popular.</p> <p>Further develop this initiative to see whether it can be repeated at a time during the day to ensure more pupils have access to it.</p>
<p>Subscriptions to aspirational magazines.</p>	<p>Magazines have been positively received and proven popular by pupils and they have encouraged pupils' access to a wider range of reading materials.</p>	<p>Continue with this initiative but develop it to ensure records are kept of all PP/6Y pupils accessing this initiative and therefore benefitting from it.</p>
<p>Extended home visits for pupils joining EYFS</p>	<p>Parents/carers built effective relationships with teaching staff and school was able to find out valuable information about individual pupils in order to target interventions and monies appropriately.</p> <p>It encouraged strong links between home and school from the very start of EYFS and allowed teaching staff to raise with families the pupil premium initiative to ensure that all eligible families applied.</p>	<p>We will continue with this initiative and we will extend it to visiting to QEGS Nursery and other settings.</p>
<p>Costumes to be provided for PP/6Y pupils for school productions.</p>	<p>PP/6Y pupils were able to fully participate in the extra-curricular programme and in school productions. All PP/6Y pupils took part in the Nativity and School Productions. There has been an increase in self confidence in pupils that have accessed this initiative and it has promoted better individual attendance and attitudes to learning.</p>	<p>Continue with this initiative ensuring that all PP/6Y pupils take part in all School Productions: Harvest, Nativity, LKS2 Christmas Production, and UKS2 Summer Production.</p>



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<p>PP/6Y Pupil Meetings</p>	<p>Termly intervention/mentoring meeting taken place. Progress of pupils analysed, recorded and discussed by senior members of staff.</p> <p>Every fortnight staff update spread sheets re pupil progress and interventions. This is closely monitored by SLT. This has allowed for timely interventions and interventions to be changed if they are not having an impact.</p> <p>Outcomes have increased for PP/6Y pupils at external data points.</p>	<p>We will continue with this initiative as it has had a direct impact on increasing outcomes for disadvantaged pupils.</p>
<p>Primary Sporting Clubs To allow PP/6Y pupils access to a full extra-curricular programme.</p>	<p>The vast majority of PP/6Y Pupils have attended at least one of the Sporting Clubs.</p> <p>Feedback from pupils has been positive and an increase has been seen in self-esteem and fitness of pupils.</p>	<p>We will continue with this initiative and further develop it be ensuring that attendance registers are regularly reviewed.</p>
<p>Lunchtime Primary Clubs. To allow PP/6Y pupils access to a full extra-curricular programme.</p>	<p>Lunchtime clubs have been positively received and proven popular with pupils. Pupils have been able to develop a range of skills and try new experiences and, in turn, develop resilience. Pupil voice feedback has been positive.</p>	<p>We will continue with this initiative and further develop it be ensuring that attendance registers are regularly reviewed.</p> <p>Review the activities that are on offer as Clubs to ensure that they appeal to the widest number of pupils possible.</p>
<p>The total cost for these initiatives has been £64,592. In addition, we have been able to use PP funding to ensure that those families in need and who are eligible for PP funding, but not able to access the funding immediately, could receive the support from school with costs for food, uniform, school transport, visits etc in order that they could access full curriculum. The total cost of this was £27,475.</p>		