



Pupil Premium Impact Statement 2019/20

A Chosen Activity	Estimated Impact	Lessons Learnt
<p>An extra set in Maths and English in each year group</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.</p> <p>Owing to the Coronavirus pandemic the academic year was cut short and therefore not all data for all year groups was collected for the whole academic year.</p> <p>GCSE</p> <p>83.3% of (6Y) gained grade 4 or above at both Maths and English GCSE.</p> <p>61.1% of (6Y) gained grade 5 or above at both Maths and English GCSE</p> <p>GCSE Maths</p> <p>The attainment gap in the GCSE results was 8% below for (6Y) compared to All for %9-4 and was 10% below for %9-5. The overall pass rates for (6Y) at 9-4 (83%) and 9-5 (67%) were very strong and are expected to be above national.</p> <p>GCSE English</p> <p>86% of (6Y) pupils gained a grade 4 or above in English. 64% of (6Y) pupils gained a grade 5 or above</p>	<p>We will continue with this initiative.</p>



Pupil Premium Impact Statement 2019/20

	at English. These results are very strong and are expected to be above national.	
Library lessons for Y7 to Y9 to include English teacher alongside the School Librarian in order that all pupils have the regular opportunity to read to an adult. This is to assist in addressing 'Closing the Vocab Gap'.	<p>This initiative was welcomed by pupils and teachers – shown in pupil voice data. It was seen as a very positive initiative by the Ofsted inspectors in our Ofsted inspection September 2019.</p> <p>This is a long term initiative with the full impact being unable to be measured for two more years.</p> <p>We have not been able to measure the initial impact of this initiative due to the Covid-19 lockdown</p>	We will need to make some adaptations to this initiative due to Covid-19 restrictions in the year 2020-21 but we do hope to resume this initiative fully as soon as safe to do so.
TAs to provide timely and appropriate interventions to ensure that the Primary Phase children achieve at least age related expectations.	Extensive support has been given to support 6Y pupils from our TAs both before and during lockdown. This included differentiating work, welfare calls and individual pupil support. However, owing to the Covid-19 pandemic we not able to assess the impact of this initiative this academic year.	We will continue with this initiative.
Targeted Maths and English days, one per term, for Year 10	QEGS has a small proportion of (6Y) pupils in each year group which means that comparing percentages does not always give a clear picture.	We will continue with this initiative.



Pupil Premium Impact Statement 2019/20

<p>and Year 11 pupils</p>	<p>Owing to the Coronavirus pandemic the academic year was cut short and therefore not all data for all year groups was collected for the whole academic year.</p> <p>GCSE</p> <p>83.3% of (6Y) gained grade 4 or above at both Maths and English GCSE.</p> <p>61.1% of (6Y) gained grade 5 or above at both Maths and English GCSE</p> <p>GCSE Maths</p> <p>The attainment gap in the GCSE results was 8% below for (6Y) compared to All for %9-4 and was 10% below for %9-5. The overall pass rates for (6Y) at 9-4 (83%) and 9-5 (67%) were very strong and are expected to be above national.</p> <p>GCSE English</p> <p>86% of (6Y) pupils gained a grade 4 or above in English. 64% of (6Y) pupils gained a grade 5 or above at English. These results are very strong and are expected to be above national.</p>	
<p>Subject clinics English and Mathematics with priority given to PP/6Y pupils. To</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.</p>	<p>We will continue with this initiative.</p>



Pupil Premium Impact Statement 2019/20

<p>encourage more than expected progress in English and Mathematics for PP pupils</p>	<p>Owing to the Coronavirus pandemic the academic year was cut short and therefore not all data for all year groups was collected for the whole academic year.</p> <p>GCSE</p> <p>83.3% of (6Y) gained grade 4 or above at both Maths and English GCSE.</p> <p>61.1% of (6Y) gained grade 5 or above at both Maths and English GCSE</p> <p>GCSE Maths</p> <p>The attainment gap in the GCSE results was 8% below for (6Y) compared to All for %9-4 and was 10% below for %9-5. The overall pass rates for (6Y) at 9-4 (83%) and 9-5 (67%) were very strong and are expected to be above national.</p> <p>GCSE English</p> <p>86% of (6Y) pupils gained a grade 4 or above in English. 64% of (6Y) pupils gained a grade 5 or above at English. These results are very strong and are expected to be above national.</p>	
<p>Maths and English weekly interventions for Year 11. Priority</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.</p>	<p>We will continue with this initiative.</p>



Pupil Premium Impact Statement 2019/20

<p>given to PP/6Y pupils</p>	<p>Owing to the Coronavirus pandemic the academic year was cut short and therefore not all data for all year groups was collected for the whole academic year.</p> <p>GCSE</p> <p>83.3% of (6Y) gained grade 4 or above at both Maths and English GCSE.</p> <p>61.1% of (6Y) gained grade 5 or above at both Maths and English GCSE</p> <p>GCSE Maths</p> <p>The attainment gap in the GCSE results was 8% below for (6Y) compared to All for %9-4 and was 10% below for %9-5. The overall pass rates for (6Y) at 9-4 (83%) and 9-5 (67%) were very strong and are expected to be above national.</p> <p>GCSE English</p> <p>86% of (6Y) pupils gained a grade 4 or above in English. 64% of (6Y) pupils gained a grade 5 or above at English. These results are very strong and are expected to be above national.</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</p>	<p>Continue with My Maths in September 2020</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>



Pupil Premium Impact Statement 2019/20

	<p>assisted pupils in their revision processes and the results of this was seen in the final outcomes of the academic year.</p> <p>This was a useful tool during lockdown for pupils who could access it easily and use the lessons feature to assist with their understanding.</p>	
Funding 'Bedrock Learning' for PP pupils in Year 9 and Year 5	<p>Bedrock' was showing good signs of improving the vocabulary knowledge of pupils in the selected year groups. However, owing to Covid-19 we are not able to assess the full impact of this initiative.</p>	<p>The Head of the English Faculty was impressed by the initial progress made by pupils and we will develop further the use of Bedrock for Year 7 and 8 in 2020/21.</p>
Accelerated Reader Years 2 to 8	<p>Improvements were seen initially in the recorded reading ages for PP/6Y pupils. However, owing to Covid-19 we are not able to assess the full impact of this initiative.</p> <p>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 historic impact it has had in increasing reading ages.</p>
Mentoring system implemented. Deputy Head, Head of Section meets with each Senior Phase PP pupil 3 times per year.	<p>Deputy Head, Head of KS3 and Head of Sixth Form have met with PP and PP+ pupils during the course of the year to motivate and provide focus to pupils' learning. This system also allows senior pastoral staff to get to know the PP and PP+ pupils well and therefore better meet their needs. Particular areas of focus have been attendance and academic performance against targets set. There have been some initial notable improvements in attendance of PP</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> <p>We will continue with this initiative.</p>



Pupil Premium Impact Statement 2019/20

	<p>pupils and many of the PP pupils achieve well academically.</p> <p>However, owing to Covid-19 we are not able to assess the full impact of this initiative.</p>	
<p>Learning by Questions to be introduced in KS2 and KS3/4 (Mathematics and Science).</p>	<p>This initiative has been implemented successfully and we are now an ambassador school for Learning by Questions. We are fully involved with assisting with developing new content and testing new initiatives.</p> <p>It has proved to be a useful teaching tool and pupil voice has proved it to be a popular resource. It was especially useful during lockdown when pupils were able to continue to access resources and obtain immediate feedback.</p> <p>Owing to Covid-19 the school has not had all the assessment periods throughout the year therefore, we are not able to assess the full impact of this initiative for this academic year.</p>	<p>We will continue with this initiative.</p>
<p>Attendance of PP/6Y pupils</p>	<p>PP/6Y pupils have been contacted as a priority if they are absent from school. Home visits are made when required by SLT members. Half termly analysis of attendance figures show no significant gaps for PP/6Y pupils however owing to Covid-19 we are not able to assess the full impact of this initiative.</p>	<p>Full attendance is essential if pupils are to achieve their full potential.</p> <p>We have further developed the role of attendance officer and have now employed a full time attendance officer to ensure that we can further support 6Y pupils and complete more home visits.</p>



Pupil Premium Impact Statement 2019/20

<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>
<p>Extended Library Opening</p>	<p>6Y pupils regularly attend the supervised Homework Club that is held 5 times a week.</p> <p>This is an 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>Purple pens have been used by pupils to react to feedback given by teachers. This increases engagement and promotes further improvement. Although the academic year was curtailed due to Covid-19, this is a well- established initiative that promotes attainment. Evidence can be seen in exercise books of pupils engaging with this initiative and using it to further develop/consolidate their learning.</p>	<p>We will continue with this initiative.</p>



Pupil Premium Impact Statement 2019/20

	Purple pen replacements are provided to PP/6Y pupils free of charge.	
Other approaches		
Provide revision and study skills training for Year 11 pupils.	<p>Revision skills presentation provided in September 2019.</p> <p>Feedback from 6Y pupils was positive with an increase seen in self-confidence.</p> <p>We were very pleased with the GCSE performance of this cohort.</p> <p>We were also able to deliver a remote session to parents on study skills during lockdown.</p>	<p>We will continue with this initiative and try to find a way of delivering remotely if not possible to deliver in person. It will be further enhanced by a Y11 mentoring session with Deputy Head (NHV) straight after the revision skills presentation for overview of preparation for GCSE/mock examinations.</p>



Pupil Premium Impact Statement 2019/20

<p>School Counsellor</p>	<p>A school counsellor has been provided in both the Primary Phase and the Senior Phase and has provided support for PP/6Y pupils. (2 days per week in Senior Phase and 1 day per week in Primary Phase).</p> <p>We were able to continue with some remote counselling sessions during lockdown.</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 school's 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>
<p>Provide text books/revision materials to PP/6Y pupils</p>	<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>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> <p>The GCSE results of 6Y pupils are expected to be above national figures for this group.</p>	<p>We will continue with this initiative, targeting pupils in extra need through HoFs and Mentor sessions.</p>
<p>Year 7 Parents' Social Evening.</p>	<p>It was a successful evening, and extensive interaction between parents/carers, Head, Senior Leaders, Head of Year and members of teaching staff.</p>	<p>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.</p>



Pupil Premium Impact Statement 2019/20

	<p>20 out of 37 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>	
<p>Visit Fund</p>	<p>Funds have been provided for 6Y pupils to attend visits. 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>Although the year was cut short due to Covid-19 there was an extensive range of visits funded for 6Y pupils including theatre visits, Science in Action Visit, KS2 Panto, KS4 Spanish Play, Year 10 Business visit to Alton Towers, KS1 Story Barn visit.</p>	<p>Continue with this initiative with priority given to those currently receiving Free School Meals.</p> <p>Many PP/6Y pupils have accessed visits as a result of this fund.</p>
<p>Clothing Fund</p>	<p>Funds have been provided to cover the cost of uniform for those 6Y families that are in need.</p>	<p>Continue with this initiative. Close liaison with HoYS and Head of Primary Phase to ensure assistance is well targeted.</p>



Pupil Premium Impact Statement 2019/20

	<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>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 6Y pupils, with priority given to 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>Speakers covered the full age range and topics covered ranging from poetry, to Buddhism, to road safety, to online safety, to an international hockey player, to university applications, to careers with mental health services, to careers in art, to medical ethics.</p> <p>Due to Covid-19, we were not able to go ahead with some planned events.</p>	<p>Continue to increase the number of specific events that target the most able during the next academic year to further raise aspirations in 6Y pupils.</p> <p>We may have to look to host some of these results remotely during 2020/21 due to Covid-19 restrictions.</p>
<p>To provide a resources fund for HoFS/subject leaders to bid for to provide initiatives for PP pupils</p>	<p>HoFs and Subject Leaders have submitted bids for initiatives.</p> <p>One notable initiative was a breakfast club that took place on a Monday and a Wednesday morning for Year 11 pupils to provide additional support in preparation for the examinations.</p>	<p>We will continue to encourage HoFs and Subject Leaders to bid for initiatives.</p>



Pupil Premium Impact Statement 2019/20

	Owing to Covid-19 we are not in a position to measure the full impact of these initiatives.	
To provide PP pupils in Y7-Y9 individual careers interviews.	<p>This initiative was underway during the academic year 2019/20, but was not completed owing to Covid-19.</p> <p>We were able to complete some remote interviews during lockdown.</p>	We will restart the initiative in 2020/21
Mentoring system implemented. A Primary Phase leader meets with each Primary Phase PP pupil 3 times per year.	<p>Primary Phase leaders have met regularly with PP and PP+ pupils and their progress has been closely followed and recorded. Meetings were held with the pupil's teachers and liaison with parents/carers as appropriate.</p> <p>Pupils had started to demonstrate greater self-confidence and progress recorded through individual pupil monitoring sheets. Interventions had been targeted and timely and had included some of the information gathered through the mentoring sessions.</p> <p>However, owing to Covid-19 we are not able to assess the full impact of this initiative.</p>	<p>Continue with this initiative.</p> <p>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>
Primary Booster Sessions	<p>Targeted intervention, challenge and stretch for 6Y pupils. 6Y pupils were targeted to attend the booster sessions and given priority. Booster sessions have been positively received by pupils and will continue next year.</p> <p>However, owing to Covid-19 we are not able to assess the full impact of this initiative.</p>	We will continue with this initiative and further develop it be ensuring that attendance registers are regularly reviewed.



Pupil Premium Impact Statement 2019/20

<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>As we now have full cohorts moving up from KS1 these sessions will no longer need to take place in the same way in 2020/21 and instead, although focused on Y3, will be further developed to look at the transition to KS2. We will need to complete this taking into account Covid-19 restrictions.</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>Attendance was much higher than last academic year and therefore two separate meetings were held due to high numbers attending.</p>	<p>Continue with this initiative and organise specific EYFS, Year 1 and Year 2 year group meetings.</p>
<p>Primary Chess Club</p>	<p>Funds have allowed 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>Pupils enjoy this club and matches took place at the start of the academic year with other schools.</p> <p>We are unable to assess the full impact due to the Covid-19.</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. Additional books have also been purchased for classrooms to promote reading. The full impact of this</p>	<p>Continue with this initiative but develop it to ensure records are kept of all 6Y pupils accessing this initiative and therefore benefitting from it.</p> <p>Further develop the range of resources used to ensure the widest appeal possible.</p>



Pupil Premium Impact Statement 2019/20

	initiative was not able to be measured due to Covid-19.	
Extended home visits for pupils joining EYFS	EYFS home visits have been unable to go ahead as a result of Covid-19, however some Zoom sessions have taken place for specific pupils and nursery phone calls have also been made for some pupils to support transition.	We will continue with this initiative and we will extend it to visiting to QEGS Nursery and other settings due to the fact that historically home visits proved extremely beneficial and allowed staff to meet families, answer specific questions, and complete important data collection forms with parents/carers..
Costumes to be provided for 6Y pupils for school productions.	6Y pupils were able to fully participate in the extra-curricular programme and in school productions. All 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.	Continue with this initiative ensuring that all 6Y pupils take part in all School Productions.
6Y Pupil Meetings Progress of pupils analysed and discussed by senior members of staff to ensure timely interventions take place	<p>Termly intervention/mentoring meetings took place up to lockdown. Progress of pupils analysed, recorded and discussed by senior members of staff.</p> <p>Up to lockdown, 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>During lockdown monitoring sheets completed and time set aside for senior staff to contact the most</p>	We will continue with this initiative as, historically, it has had a direct impact on increasing outcomes for disadvantaged pupils.



Pupil Premium Impact Statement 2019/20

	<p>vulnerable pupils at least once per week but often more frequently than this.</p> <p>Outcomes for 6Y pupils at GCSE are strong and are expected to be above national figures.</p> <p>Owing to Covid-19 the school has not had all the assessment periods throughout the year and therefore we have not able to assess the full impact of this initiative for this academic year. Initial progress and comments from both pupils and staff were very positive.</p>	
Primary Sporting Clubs	<p>The vast majority of 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>Registers have been taken for weekly attendance up until the lockdown.</p> <p>This initiative has not been able to be analysed fully as a result of Covid-19.</p>	We will continue with this initiative.
Lunchtime Primary Clubs.	<p>Lunchtime clubs have been positively received and proven popular with pupils. The vast majority of 6Y pupils have attended at least one of the Lunchtime Clubs.</p>	<p>We will continue with this initiative.</p> <p>Continue to review the activities that are on offer as Clubs to ensure that they appeal to the widest number of pupils possible.</p>



Pupil Premium Impact Statement 2019/20

	<p>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>Registers have been taken for weekly attendance up until the lockdown.</p> <p>This initiative has not been able to be analysed fully as a result of Covid-19.</p>	
<p>Third Space Learning Online 1-1 Mathematics Tuition Primary Phase</p>	<p>Initial groups who undertook the first wave of Third Space Learning showed improvements in all strands of Mathematics that were assigned. Baseline data and end of unit data showed clear improvements.</p> <p>The second and third sessions were unable to be completed as a result of Covid-19.</p>	<p>We will continue with this initiative as the initial results were very promising.</p>
<p>Emergency Access Funds</p>	<p>Funding has been supplied to support pupils for a range of individual situations including those new to the school and families finding themselves in difficulty due to Covid-19.</p>	<p>It is important to continue with this initiative to allow school to support pupils throughout the year.</p>