



Pupil Premium Impact Statement 2020/21

A Chosen Activity	Estimated Impact	Lessons Learnt
<p>Extra set for maths and English throughout the Senior Phase to ensure that teacher ratio is smaller and therefore PP pupils obtain more teacher time.</p>	<p>The Covid pandemic has affected the number of days that pupils have been in school. For significant parts of the academic year pupils have therefore been learning through Google Classroom.</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>Mathematics</p> <p>Maths Year 7-34 pupils</p> <p>All % 9-4 82.3%</p> <p>All % 9-5 65.2%</p> <p>6Y % 9-4 88.2%</p> <p>6Y %9-5 76.5%</p> <p>6Y pupils are outperforming All.</p> <p>Mathematics Year 8-42 pupils</p> <p>All %9-4 85.9%</p> <p>All %9-5 71.9%</p> <p>6Y %9-4 83.3%</p> <p>6Y %9-5 76.2%</p> <p>6Y pupils are outperforming All at %9-5 and are in line at %9-4 given the size of the group.</p>	<p>We believe that obtaining the best possible grade for all pupils in Mathematics and English is a priority and therefore we will maintain this initiative for the next academic year.</p>



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Mathematics Year 9-39 pupils

All %9-4 87.8

All %9-5 70.5

6Y %9-4 76.9

6Y %9-5 56.4

6Y are underperforming compared to All at both %9-4 and %9-5.

Mathematics Year 10-44 pupils

All %9-4 83%

All %9-5 65.9%

6Y %9-4 72.7%

6Y %9-5 59.1%

6Y are underperforming compared to All at both %9-4 and %9-5.

GCSE results for 2021 (30 pupils)

GCSE Maths

All at grade 4 or above 92.4%

All at grade 5 or above 80.3%

6Y at grade 4 or above 83.3%

6Y at grade 5 or above 53.3%



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The attainment gap in the GCSE results was 9.1% below for 6Y compared to All for %9-4 and was 27% below for %9-5. The numbers are skewed by the size of the group.

English

English Year 7-34 pupils

All % 9-4 87.9%

All % 9-5 58.2%

6Y % 9-4 91.2%

6Y % 9-5 58.8%

At both %9-4 and %9-5 6Y pupils are outperforming All.

English Year 8-42 pupils

All %9-4 84.6%

All %9-5 59.6%

6Y %9-4 84.1%

6Y %9-5 68.2%

At %9-4 6Y are in line compared to All. At %9-5 6Y are outperforming All.

English Year 9-39 pupils

All %9-4 87.9%

All %9-5 67.1%

6Y %9-4 77.5%



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	<p>6Y %9-5 62.5%</p> <p>At both %9-4 and %9-5 6Y are underperforming relative to All.</p> <p>English Year 10-44 pupils</p> <p>All %9-4 76.1%</p> <p>All %9-5 53.0%</p> <p>6Y %9-4 68.2%</p> <p>6Y %9-5 40.9%</p> <p>At both %9-4 and %9-5 6Y are underperforming relative to All</p> <p>GCSE results for 2021 (30 pupils)</p> <p>GCSE English</p> <p>All at grade 4 and above 99.2%</p> <p>All at grade 5 or above 87.1%</p> <p>6Y at grade 4 and above 100%</p> <p>6Y at grade 5 and above 73.3%</p> <p>These results are very strong and are above national figures. 6Y are in line with All.</p>	
<p>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</p>	<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>The full use of the library was prohibited due to social distancing measures, however library lessons went ahead in classrooms and the book borrowing system was adapted: book boxes were supplied</p>



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<p>to an adult. This is to assist in addressing 'Closing the Vocab Gap'.</p>	<p>This is a long term initiative and we have not been able to fully measure the impact of this initiative due to the Covid lockdown. However, as seen above in the English internal data figures and external GCSE results, English results in the school are strong.</p>	<p>to every form and pupils were given a personal pin to access Eclipse (the online borrowing system.) Once orders were placed, the librarian placed books in form tutor pigeonholes ready for distribution. The library was re-opened in the last half term, lessons resumed in the library with pupils reading to their English teacher, accessing AR and Bedrock. The structure of these lessons has been improved to assess reading ability and put interventions in place. We will continue with this initiative for the next academic year and the removal of the requirement for social distancing will make it more effective.</p>
<p>TAs to provide timely and appropriate interventions to ensure that the Primary Phase children achieve at least age-related expectations.</p>	<p>TAs have been given time to provide appropriate interventions to ensure that the Primary Phase children achieve their best.</p> <p>When pupils have been in school interventions have been taking place weekly and there has been positive progress seen by pupils who have attended targeted interventions.</p>	<p>We will therefore continue with this initiative for the next academic year.</p>



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	All interventions have been recorded on an intervention spreadsheet. Attainment has been seen, although direct comparisons are difficult, due to absence as a result of Covid lockdown or bubble closures.	
Targeted Maths and English days, one per term, for Year 10 and Year 11 pupils.	This initiative was adapted and with small groups receiving remote targeted intervention by teachers that were shielding.	We will reintroduce this initiative for the next academic year.
Subject clinics English and Mathematics with priority given to PP/6Y pupils. To encourage more than expected progress in English and Mathematics for 6Y pupils	Owing to the Covid pandemic pupils spent significant sections of the academic year studying at home with Google Classroom and therefore this initiative did not take place throughout the year. However, it was adapted so that extra activities were provided to whole year groups through Google Classroom that provided support and stretch and challenge. Clinics did resume for the Year 11 pupils when they were in school.	We will reintroduce this initiative for the next academic year.
Maths and English weekly interventions for Year 11. Priority given to PP/6Y pupils	Owing to the Covid pandemic pupils spent significant sections of the academic year studying at home with Google Classroom and therefore this initiative did not take place. However, it was adapted so that extra activities were provided to whole year groups through Google Classroom that provided support and stretch and challenge. Also, teachers that were shielding provided small group support through remote learning.	We will reintroduce this initiative for the next academic year.



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	<p>Clinics, including small support groups aimed at PP/6Y pupils, did resume for the Year 11 pupils when they were in school.</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. 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>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>	<p>Continue with My Maths in September 2021</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 pupils in Year 9 and Year 5</p>	<p>'Bedrock' was showing good signs of improving the vocabulary knowledge of pupils in the selected year groups.</p> <p>However, owing to Covid we were not able to assess the full impact of this initiative.</p> <p>Primary Phase: 'Bedrock' has been difficult to implement in Year 5 due to shared resources and national lockdown. Overtime, there has been limited positive effect with this programme in Year 5. However, owing to Covid we were not able to assess the full impact of this initiative.</p>	<p>The Head of 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. Access to Bedrock was limited due to social distancing measures when in school and the subsequent closure of computer suites and the library. Pupils were set Bedrock lessons as part of</p>



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		<p>remote learning but not all pupils participated.</p> <p>Primary Phase: we will not be continuing with this initiative next year and will be investing in further vocabulary support and through new quality texts for RAMP, English and Humanities lessons.</p>
<p>Greater progress in Reading through Accelerated Reader programme.</p>	<p>Improvements were seen initially in the recorded reading ages for PP/6Y pupils. However, owing to Covid we were not able to assess the full impact of this initiative.</p> <p>In Primary Phase the progress in reading has slowed, although we do not feel that this is a sole result of Accelerated Reader and feel that this is more likely due to national lockdowns and pupils being away from school for prolonged periods of time including spending more time online where concentration is proven to be shorter.</p>	<p>Next year we will invest in a new reading assessment throughout the school and have a greater focus on reading to improve pupil progress. The impact of Covid has highlighted the need for a new approach to reading.</p> <p>Further funding to be used to increase the quality texts in the Primary Library.</p>
<p>Mentoring system implemented. Deputy Head, Head of Key Stage 3 meets with each Senior Phase PP pupil 3 times per year.</p>	<p>Owing to the Covid pandemic it has not been possible to fully implement this initiative this academic year. This was disappointing as it normally allows staff to get to know the PP pupils well. During the lockdown, this initiative was adapted to ensure that phone calls were regularly made to PP and 6Y pupils and extensive encouragement was given to ensure pupils engaged with Google Classroom activities.</p>	<p>From September 2021 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>



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<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. The Science and Mathematics Faculties have made particular use of L by Q.</p> <p>Owing to Covid the school has not had all the assessment periods throughout the year therefore, we were 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 Attendance officer/SLT members. Half termly analysis of attendance figures show no significant gaps for PP/6Y pupils however owing to Covid we were not able to assess the full impact of this initiative.</p> <p>PP/6Y pupils received priority phone calls during lockdown to ensure that they were engaging with remote learning. Pupils that were not engaging were encouraged to attend school in order to ensure that they received appropriate support. The school had good attendance from vulnerable groups and key workers throughout the lockdowns.</p>	<p>Full attendance is essential if pupils are to achieve their full potential. A full time Attendance Officer is now in post to ensure that we can further support 6Y pupils and complete more home visits.</p> <p>We will continue with this initiative.</p>
<p>Specific time given to Deputy Head (Data, Reporting and Staff Welfare) to create individual data analysis sheets and records for PP pupils to ensure that</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>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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progress is monitored and tracked effectively.	Impact can be seen in individual case studies where we have seen improvements in attainment, progress, self-confidence, resilience and social skills.	
Extended Library Opening	<p>6Y pupils regularly attend the supervised Homework Club, that is held 5 times a week, before the Covid pandemic. However, this initiative has not been running this academic year owing to the Covid pandemic</p> <p>This is an initiative that benefits small numbers of 6Y pupils on a regular basis. The whole school community benefits from this initiative.</p>	We will reintroduce this initiative in the next academic year and expand it to include more robust attendance records and contact home and Heads of Year for those who stay at school but do not attend the H/W Club.
High quality feedback and marking. Use of purple pens by pupils for corrections	<p>Owing to the Covid pandemic pupils have been accessing their studies through Google Classroom and therefore purple pens have not been used as frequently as normal by pupils to react to feedback given by teachers. However, teachers have applied the same principles to marking through remote learning.</p> <p>Purple pen replacements are provided to PP/6Y pupils free of charge.</p>	We will continue with this initiative.
Other approaches		
Provide revision and study skills training for Year 11 pupils.	<p>Revision skills presentation (Elevate) provided in September 2020.</p> <p>Feedback from 6Y pupils was positive with an increase seen in self-confidence.</p> <p>We were also able to deliver a remote session to parents/carers on study skills during lockdown.</p>	We will continue with this initiative.



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<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). We have also worked closely with MHST (Mental Health Support Trust) We were able to continue with some remote counselling sessions during lockdown with both agencies.</p> <p>There has been an increase in self confidence in those pupils that have accessed these initiatives and it has promoted better individual attendance, mental health and attitudes to learning. Case studies have been collated to evidence this. PP and 6Y pupils continue to have priority when deciding who is next to see a counsellor.</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>Provide textbooks/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 able to achieve their best.</p>	<p>We will continue with this initiative.</p>
<p>Year 7 Parents' Social Evening.</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 has been well supported in the past and has allowed school to build relationships with parents/carers in order to target monies as appropriate. Specifically, it has 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>This initiative will be reintroduced. Follow up contact will be made with those parents/carers of PP/6Y children who do not attend the event.</p>



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	<p>Regrettably, this event was not able to take part this year owing to the Covid pandemic. However, it was replaced with individual phone calls to parents/carers by Form Tutors and the Head of Key Stage 3.</p>	
Visit Fund	<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>Despite the Covid pandemic school made a particular effort to run a fun activity for each year group 7-11 at the end of the Trinity Term. All 6Y pupils wishing to attend were enabled to do so.</p>	<p>We will continue with this initiative.</p> <p>Many PP/6Y pupils have accessed visits and events as a result of this fund.</p>
Clothing Fund	<p>Funds have been provided to cover the cost of uniform for those 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>Due to the Covid pandemic, we have seen an increase in families needing to access this fund.</p>	<p>Continue with this initiative. Close liaison with HoYs and Head of Primary Phase to ensure assistance is well targeted.</p>
Most able talks with visiting speakers	<p>Due to Covid, we were not able to go ahead with the vast majority of planned events. However, this initiative was adapted to ensure that some events and talks took place remotely.</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>



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<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>Owing to Covid we were not able to measure the full impact of these initiatives.</p>	<p>We will continue to encourage HoFs and Subject Leaders to bid for initiatives.</p>
<p>To provide PP pupils in Y7-Y9 individual careers interviews.</p>	<p>This initiative was underway during the academic year 2019/20 but was not fully completed owing to Covid.</p> <p>We were able to complete remote interviews during lockdown.</p>	<p>We will reintroduce the initiative for the academic year 2020/21</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 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 have 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 we were 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>



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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 we were not able to assess the full impact of this initiative.</p>	We will continue with this initiative and further develop it by ensuring that attendance registers are regularly reviewed.
New parents evening for parents of pupils in Year 3	This initiative was adapted due to Covid restrictions in place. A successful virtual evening took place and there was extensive interaction between parents/carers and staff. Attendance from families was good and allowed relationships between teachers and parents/carers to be formed early in the academic year.	We will no longer be continuing with this initiative as we no longer have a large number of pupils joining us in Year 3.
New parents evening for parents of pupils in EYFS and KS1	This initiative was adapted due to Covid restrictions in place. A successful virtual evening took place and there was extensive interaction between parents/carers and staff. Attendance from families was good and allowed relationships between teachers and parents/carers to be formed early in the academic year.	Continue with this initiative next year. Two meetings will be organised to ensure that as many parents/carers can attend as possible.
Primary Chess Club	<p>We were unable to assess the full impact due to the Covid pandemic.</p> <p>Pupil voice did reflect that pupils had missed not being able to fully take part in this club.</p>	<p>Reintroduce this initiative.</p> <p>Further develop this initiative to see whether it can be repeated at a time during the school day to ensure more pupils have access to it.</p>



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<p>Subscriptions to aspirational magazines.</p>	<p>Magazines have been positively received and proven popular with pupils. They have encouraged pupils' access to a wider range of reading materials. Additional books have also been purchased for classrooms to promote reading. On-line subscriptions were purchased where possible to use during remote learning periods.</p> <p>The full impact of this initiative was not able to be measured due to Covid.</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>
<p>Extended home visits for pupils joining EYFS</p>	<p>EYFS home visits have been unable to go ahead as a result of Covid, however Zoom sessions have taken place for specific pupils and nursery phone calls have also been made for pupils to support transition. Form Tutors also contacted parents/carers by phone.</p>	<p>We will continue with this initiative and we will extend it by visiting to QEGS Nursery and other settings.</p>
<p>Costumes to be provided for 6Y pupils for school productions.</p>	<p>The full impact of this initiative has not been able to be measured due to Covid as we were not able to offer Primary Phase productions.</p>	<p>Reintroduce this initiative ensuring that all 6Y pupils take part in all School Productions.</p>
<p>6Y Pupil Meetings Progress of pupils analysed and discussed by senior members of staff to ensure timely interventions take place</p>	<p>Termly intervention/mentoring meetings took place as appropriate. Progress of pupils was 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 was closely monitored by SLT. This has allowed for timely interventions and interventions to be changed if they are not having an impact.</p>	<p>We will continue with this initiative as, historically, it has had a direct impact on increasing outcomes for disadvantaged pupils.</p>



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	<p>During lockdown monitoring sheets were completed and time set aside for senior staff to contact the most 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 the school has not had all the assessment periods throughout the year and therefore we have not been 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>	
<p>Primary Sporting Clubs</p>	<p>This initiative has not been able to be undertaken this year as a result of Covid restrictions. However, it was adapted to provide more live and pre-recorded remote lessons that covered fitness, health and well-being.</p>	<p>We will reintroduce this initiative this year.</p> <p>The timetable of sporting clubs is being reviewed to allow clubs to take place in a morning before school to enable more pupils to attend.</p>
<p>Lunchtime Primary Clubs.</p>	<p>We adapted this initiative to deliver online supplementary activities during remote learning.</p> <p>This initiative has not been able to be analysed fully as a result of Covid.</p>	<p>We will reintroduce this initiative and further develop it by ensuring that attendance registers are regularly reviewed.</p> <p>We will continue to review the activities that are on offer to ensure that they appeal to the widest number of pupils possible.</p>



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Third Space Learning Online 1-1 Mathematics Tuition Primary Phase	All groups of pupils who have taken part in the Third Space Learning sessions showed improvements in all strands of Mathematics that were assigned. Baseline data and end of unit data showed clear improvements. The second and third sessions were unable to be completed due to Covid.	We will continue with this initiative as the initial results were very promising.
Emergency Access Funds	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. We have seen an increase in the use of this fund due to Covid.	It is important to continue with this initiative to allow school to support pupils throughout the year.