

QMGs Pupil premium strategy 2018-19 DRAFT

1. Summary information					
School	QMGs				
Academic Year	2018-19	Total PP budget	£55100	Date of most recent PP Review	October 2018
Total number of pupils	1011	Number of pupils eligible for PP	82	Date for next internal review of this strategy	January 2019

PP Students per Year group	Total PP students / year group (% of year group)
7	35/150 (23%)
8	13/150 (9%)
9	10/150 (7%)
10	9/120 (8%)
11	15/120 (13%)
Key Stage 5	19/181 (10%)
Overall TOTAL	82 PP students in Key Stages 3 and 4 (12% of whole school)

2. Current attainment						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
Progress 8 score average	2018	0.3		2018	0.53	
	2017	0.58		2017	0.69	
Attainment 8 score average	2018	70.82		2018	73.87	

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Significant under identification of PP students by teaching staff in year 11 as identified by data collection. Therefore, questions emerge over PP needs being met.	
B.	Significant number of PP students in Keys stages 3 and 4 accruing consequences due to non-handing in of homework compared to non PP. This has resulted in those students receiving an increased number of detentions and lost independent learning time.	
C.	Significant difference in behaviour consequences between PP and non PP students resulting in lost learning time and independent learning time for PP students.	
D.	Lower attainment of Y11 PP cohort (Y10 exam results show that 31% PP are underachieving by >1 grade across their subjects)	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Significant increase in referrals to SEMH mentors in Key Stage 5 resulting in lost lesson learning time and independent learning time (PS-private study)	
F.	Year 11 PP attendance 90.56% non PP attendance 96% equates to 12 school days lost during academic year	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	All teaching staff to be able to identify PP students that they teach across all year groups.	<ul style="list-style-type: none"> • Evidence through learning walks • Teach Meets • Departmental reviews, • Open Door Days • Whole staff training
B.	Homework consequences to reduce to achieve in line with non PP students	<ul style="list-style-type: none"> • Evidence through SIMS • Evidence through Head of Year term reports
C.	Behaviour consequences to reduce in line with non PP students	<ul style="list-style-type: none"> • Evidence through SIMS • Evidence through Head of Year term reports
D.	Raise attainment of Y11 PP cohort in line with STAR estimates	<ul style="list-style-type: none"> • STAR estimates in line with actual • GCSE outcomes
E.	PP SEMH referrals to reduce in line with non PP students	<ul style="list-style-type: none"> • Significant reduction in teacher referrals for SEMH • Significant reduction in referrals to external agencies
F.	Year 11 PP attendance in line with non PP students	<ul style="list-style-type: none"> • Year 11 PP attendance to improve to achieve at least in line with non-PP students

5.Planned expenditure					
Academic year		2018-19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> • To raise awareness of PP students and their needs for all staff. • Knowing who the PP students are and knowing them well is key to improving attainment. 	All teaching staff to be able to identify PP students that they teach across all year groups	<ul style="list-style-type: none"> • Evidence from learning walks 2017-18 a significant number of lessons teaching staff were not fully aware of who their disadvantaged pupils were and had not planned accordingly. • “What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you.” <i>Alistair Smith, High Performers (2011)</i> 	<ul style="list-style-type: none"> • Targeted questions during learning walks and feedback every half term • Termly Reports to governors • Evaluation from targeted staff CPD. • Book scrutiny checks every half term • Lesson planning monitoring during departmental reviews • Termly Departmental reviews. • Termly Head of Department meetings • Termly Teacher talk feedback 	GKC AK CB All Staff	<ul style="list-style-type: none"> • At weekly Senior Leadership Team meetings • Open Door Days every half term • Learning walk evaluations every half term • Book scrutiny evaluations every half term • Termly Departmental review evaluations • Each Head of Year to produce termly reports • Termly Data scrutiny after data drops • Termly PP governor meeting

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Reduce homework behaviour points issued v 2017-18 in line with non-PP students.</p>	<p>Homework consequences to reduce in line with non PP students.</p>	<ul style="list-style-type: none"> • Evidence collected from SIMS 2017-18 on each year group highlights homework as a significant issue with regard to pupils obtaining negative consequences • On further investigation, one of the key reasons for the negative consequences being obtained was due to lack of organisation by students. 	<ul style="list-style-type: none"> • Bi-weekly homework behaviour point updates of PP • Reports to governors. • Shared data portal for all staff to monitor behaviour points • Homework data scrutiny to be shared with pastoral team, Senior Leadership Team and PP governor • Monitor attendance of after school homework club • Targeted deployment of 6th form school mentors to Key Stage 3 and 4 identified pupils • Provide a clear system for PP students to know where spare equipment can be obtained • Behaviour point letters sent to parents, use of school sanctions to deter poor behaviour. • Positive rewards for improvement/reductions in behaviour consequences. 	<p>GKC TF Head of Year LH SEMH mentors x2</p>	<ul style="list-style-type: none"> • Bi-weekly homework consequences report monitored and distributed to Heads of Year and pastoral staff. • Biweekly tracking of detentions for homework report monitored and distributed to Heads of Year and pastoral staff. • At monthly pastoral meetings • At Head of Year termly reviews

6.Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure how well it was implemented?	Staff lead	When will you review implementation?
<p>To reduce Behaviour issues amongst PP students</p> <p>To improve attainment of Year 11 PP students</p>	<p>Behaviour consequences to reduce in line with non PP students</p> <ul style="list-style-type: none"> • Raise attainment of Year11 PP cohort in line with STAR estimates. • 2x Department bursaries (£2000 each) for teaching and learning initiatives and projects focussed on raising PP attainment. • 2x Staff bursaries (£1000 each towards cost of accredited professional development) for teaching and learning projects focussed on raising PP attainment. 	<ul style="list-style-type: none"> • Internal QM behaviour points data highlight behaviour issues are higher in PP students • Positive behaviour strategies to be investigate Many studies suggest that understanding the impact of poverty on children, highlights that children with higher levels of social and emotional problems at age 5 do less well in academic assessments at age 10 or 16 than their peers who have not experienced poverty <p>Tom McBride - Early Intervention Foundation</p> <ul style="list-style-type: none"> • The attainment gap is largest for PP v non-PP and is widening nationally. • Small improvements in pupils GCSE outcomes can yield significant improvements in their lifetime productivity. • The Pupil Premium: How schools are spending the 	<ul style="list-style-type: none"> • Bi-weekly behaviour point updates of PP v non-PP for pastoral team and heads of year. • Shared data portal for all staff to access • Concerns to be raised at weekly staff briefing • Data shared with pastoral team at pastoral meetings • SEMH mentor meetings to help promote good behaviour • Work of outside agencies such as IBSS, CAMHS, and Walsall Street Teams etc. • Behaviour point letters sent to parents, use of school sanctions to deter poor behaviour. • All Year 11 PP to be mentored • All Year 11 PP to be interviewed on a half termly basis for progress updates • Check progress data to evaluate the effectiveness of strategies and interventions. <p><i>'The Pupil Premium: How schools are spending the funding successfully to</i></p>	<p>GKC RS Pastoral team LH SEMH Mentors x2 GKC MOR SLT SS TF</p>	<ul style="list-style-type: none"> • Bi-weekly behaviour reports to be issued to all Heads of Year • Termly behaviour reports to be produced for all staff • Half-termly detention reports produced • Year 11 parents' evening • Pre/Post Mock exams • January Senor leadership team interviews • Mentoring reports (attendance and progress)

		<p>funding successfully to maximise achievement <i>Ofsted 2013.</i></p> <ul style="list-style-type: none"> • Quality of feedback EEF/Sutton Trust Toolkit of Strategies to Improve Learning – Summary for Schools, Spending the Pupil Premium to improve students' knowledge of how to improve and work independently. • Sir. Kevan Collins, <i>"...we must strengthen the link between the pupil premium and teaching. While the premium should remain a ring-fenced part of school budgets, this financial separation should not cause it to become isolated from the core business of schools. We can be obsessed with add-ons. There is undoubtedly still a place for targeted support, but high-quality first teaching is the most powerful driver of educational equity."</i> Sir. Kevan Collins, EEF, TES Oct, 2018 	<p><i>maximise achievement.'</i> <i>Ofsted 2013.</i></p> <ul style="list-style-type: none"> • Additional data drops half termly to inform parents • At least 75% of Yr10 PP students to apply for UniFest Summer School 		
Total budget cost					£35,171

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure how well it was implemented?	Staff lead	When will you review implementation?
Significant reduction in referrals to SEMH, greater PP awareness of mental health and how to maintain good mental health	PP SEMH referrals to reduce in line with non- PP students	<ul style="list-style-type: none"> • Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. <i>Public Health England, 2014</i> • Health education will be a mandatory part of the curriculum for all schools from Autumn 2020. • To support the participation, enjoyment and achievement of children in all elements of school life by improving access to the wider life of the school. <i>The Lamb Enquiry' (DfE 2009)</i> 	<ul style="list-style-type: none"> • PSHE delivery at KS3 • PSHE drop down days KS4 • Mental health display board and clear signposting to be implemented • Whole school and year assemblies on Mental Health • Whole school drive on good mental health for whole school community • Establishment of pupil well-being committee • Student Hot Chocolate Fridays • Closer ties with outside agencies such as CAMHS, Swing, WPH etc • Update SEMH mentoring tracker sheet to clearly identify PP students being seen • PP students to be involved in Time to Change ambassadors 	GKC SMP TF SEMH mentors x2	<ul style="list-style-type: none"> • Half termly reviews of SEMH appointments • Termly pupil feedback on mental health awareness • Termly PSHEE pupil feedback • Half termly attendance reports of well-being society • Half termly progress report on work of Time to change
Cost					£11642

iv Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure how well it was implemented?	Staff lead	When will you review implementation?
To improve attendance of PP v Non PP and reduce lates to school and lessons of PP v Non PP	Year 11 PP attendance and lates in line with non PP students	<ul style="list-style-type: none"> Attendance figures for PP 2017-18 were 94% and lates were 1.5%. Many studies highlight the link between poor attendance and low attainment. DfE report highlights that as students miss more lessons in secondary schools, their attainment across a range of measure declines. <i>.DfE report 'The link between absence and attainment at KS2 and KS4'. 2015</i> 	<ul style="list-style-type: none"> Bi-weekly attendance updates of PP v non PP Bi-weekly lates update of PP v non PP Data to be on shared area for ALL staff to access Concerns to be raised at weekly staff briefing Data shared with pastoral team at pastoral meetings Sharing of attendance/lates data with Senior Leadership Team and PP governor every half term SEMH mentor meetings to help raise attendance Letters sent to parents, Use of text messaging and other MAT attendance measures to be investigated, Use of EWO 	GKC RS TF SB LH EWO	<ul style="list-style-type: none"> Bi-weekly attendance of PP students Half termly data drops of attendance, lates to lessons and schools
To gather PP student and parental voice to	Raise PP student voice and parental voice	Estyn's report 'Pupil Participation: a best practice guide' highlights that Students	<ul style="list-style-type: none"> Half termly use of Survey Monkey questionnaires 	GKC	<ul style="list-style-type: none"> Half termly review of PP student voice and parental voice

inform PP spending		and parents who are more involved with their education and learn more when they are engaged in their learning. <i>Estyn's (2018)</i>	to identify and rectify PP concerns		through direct PP student interviews and survey monkey questionnaires
To target PP students with additional CEIAG consultations to support KS4 and KS5 choices.	Increase the number of pupils from disadvantaged backgrounds attending highly selective universities.	The Gatsby Career benchmarks (2018) highlight that career aspirations improve pupil attainment	<ul style="list-style-type: none"> • CEIAG policy to be produced • CEIAG supporting resources to be promoted via Twitter and QMO • CEIAG resources to be put online via school website • Greater liaison with University outreach workers to encourage more PP students to attend open days, summer schools and the such like • Launch of Oxford University Step Up programme 	GKC, AGK	<ul style="list-style-type: none"> • CEIAG policy to be reviewed annually at Local Governing Body meeting • Termly PP governor meeting
To ensure equality of access to all areas of the school curriculum and enrichment opportunities	All disadvantaged pupils comply with school rules (uniform) and take a full part in school life.	All disadvantaged pupils comply with school rules (uniform) and take a full part in school life.	<ul style="list-style-type: none"> • All PP pupils provided with uniform bursary and offered financial support for school enrichment activities. • Audit of PP student involvement in extra-curricular activities and trips • Bi-weekly behaviour point uniform update 	GKC, AEH, GH, RW, R JL, CH	<ul style="list-style-type: none"> • Termly review of PP student extra-curricular activities and trips • Bi-weekly review behaviour point WRT uniform
Cost					£26,777
Total budgeted cost					£73,590

7.Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
<p>CPD focus, Faculty review and Head of Department monitoring, Pupil feedback, Assessment tracking</p> <p>CPD focus Behaviour management. Faculty review observations and Head of Department/Head of Year monitoring</p>	<p>Difference between Maths attainment and STAR grades diminishes</p> <p>Improved classroom management for Y9/10 groups with high proportion of PP</p>	<ul style="list-style-type: none"> • Maths Intervention Results • (Summer Maths results 2017-18 were • Year 7, 14 PP students 7.8 average attainment v 7.7 non PP • Year 8, 11 PP students 6.5 average attainment v 7.6 non PP • Year 9, 9 PP students 7.0 average attainment v 6.9 non PP • Year 10, 17 PP students 6.4 average attainment v 6.9 non PP • Year 11 GCSE results, PP Maths attainment 7.3, Progress -.0.05 • Behaviour point totals for year 9/10 groups with higher proportion of PP students remains higher • Head of Department and Head of Year termly reviews with HM/SLT focus on PP students, raising the attention on PP students (success, behaviour etc) 	<ul style="list-style-type: none"> • Closer monitoring of GCSE PP students needed (GCSE Maths results very good at 7.3 attainment, progress -0.05 (in line with national trend for boys GCSE results) • More targeted intervention needed on Maths intervention particularly on Year 9/11 PP students 2018-9 • Updates on STAR system (a column added so that staff can search for PP students STAR grades) • Introduction of Pastoral assistant (Oral feedback from Heads of Year on the introduction of Pastoral assistant has greatly helped the work of the Year Tutors in monitoring behaviour points for individuals, Oral feedback from PP student's states that pastoral assistant has supported them, providing them guidance and a coach). Generic Revision resources and work material to be housed in pastoral assistant's office to further support PP students. • SLT to host detentions to further raise the importance/profile of detentions • Closer CPD tracking to be undertaken by AHT 	

			<ul style="list-style-type: none"> • Ladder of sanctions introduced (parents informed via letter when pupils reach behaviour point milestones) • Timetabling considerations of classes with many PP students in (experienced teachers and Head of Department prioritised with these groups) • Greater attention (monitoring and intervention) needed on individual form classes that contain a high number of PP students 	
Cost				5000
i. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
Literacy support intervention, use of accelerated reader	Raised literacy levels at KS3 to impact subjects across the curriculum	<ul style="list-style-type: none"> • 15 periods a fortnight are given to English support spread across the English department • All PP English students received a 6 week after school booster class • GCSE English results 2017-18 • (6.1 English language v non PP 6.3, pupil progress -0.04 • 6.7 English literature v non PP 7.3, pupil progress +0.97) • Accelerated Reader was not deemed useful for QM pupils and so not used 	<ul style="list-style-type: none"> • 2017-8 GCSE English results highlight a gap between PP and non PP in English attainment (although the progress for all of Year 11 in English literature was outstanding nationally) • Appointment of new librarian to support literacy and provide an after school h/w club 4 nights a week (h/w club to be focussed on PP students) • To focus closer attention on English language support and the promotion of English across the curriculum 	
Cost				10000

ii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
All PP allocated a 6 th form mentor, PP to see SEAL mentors if needed, whole school mental health focus	Improved learning behaviours for PP	<ul style="list-style-type: none"> • Mentoring of all Year 11 PP students by 6th form mentors (attendance register shows excellent attendance) • SEMH mentors provided guidance for PP students • Whole school mental health drive launched 	<ul style="list-style-type: none"> • Greater monitoring of value of mentoring for PP students (more regular feedback needed from mentors and mentees) • Exact numbers provided mentoring by SEMH mentors difficult to obtain (altering of SEMH form and better use of SIMS needed) • Whole school mental health continues to be a school priority as well as social mobility for 2018-19 	
Total budget cost				12000