

Pupil premium strategy statement

Queen Elizabeth Grammar School

School overview

Detail	Data
Number of pupils in school	800
Proportion (%) of pupil premium eligible pupils	33 (4%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022/23 - 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	August 2026
Statement authorised by	David Marchant, Headteacher
Pupil premium lead	Peter Croft Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,146
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,400

Part A: Pupil premium strategy plan

Statement of intent

The focus of our strategy is to promote progress and well-being and to remove barriers to learning for students eligible for this funding. We nurture skills and talents and we enable children who qualify for Pupil Premium to have full access to extra-curricular activities and enrichment opportunities.

Penrith is located in a sparsely populated rural area, where unemployment is low. Average wages however are also low, even though house prices and rents remain comparatively high.

Life can be very difficult for some families, who once qualified for such benefits as free school meals, but now find that the thresholds for application have risen.

Other families may find rural isolation a problem, and this will have been exacerbated by the Covid – 19 pandemic and the subsequent return to school. This has also been a stressful time for those whose income is based on tourism or hospitality, and those in the healthcare and emergency services and other key workers.

It is hoped that the Pupil Premium will help children from low-income families to achieve their potential and thrive in a school that is socially inclusive.

We take a Piaget-based approach to using Pupil Premium funding, and try to address basic needs first by ensuring that children are eating regular meals and have appropriate clothing and shoes, before addressing wider issues to support inclusion and eventually academic success, creativity and self-fulfillment. Beyond that, the Pupil Premium is used to close the gap between the achievement of eligible pupils and their peers. The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Challenges

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

Challenge number	Detail of challenge
1	As our pupil premium numbers are low, some staff lack awareness and insight into the specific needs and issues faced by PP students.
2	There is the possibility of social anxiety and lack of confidence/self-esteem when comparing themselves to other students in school. This can also link to an increase in mental health issues in students.
3	Potential lack of access to “inside” information about careers and universities that might impact adversely on motivation and aspirations, they may not see aspirations for university or further study modelled in the home.
4	From our observations of attendance at extra-curricular activities, PP students are less likely to participate than other students. This means that they do not always access the breadth of opportunities that non-PP students take part in. One challenge has been the accurate recording of this data, but we have created a central system for collecting this information moving forward.
5	The last set of comparable examination data when this 3 year plan was created was from 2019. This data showed the progress of PP students was -0.21 with an average grade of 5.49. This compares to non-PP students with a progress value 0.32 and average grade of 6.46. It is important to note that this is a small data set, with only 8 students in the group. One student who had additional issues outside of school significantly skewed the data.
6	Disruption to the education of PP students caused by Covid-19 and the resulting periods of absence from school may have had a more significant impact for PP students compared to other students who may have had more access to support while at home.
7	Technological and financial constraints that potentially hold back PP students from fully accessing learning in general and remote learning in the current situation.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All staff will be aware of their PP students and aware of a range of strategies to support them.	<p>Staff are using data on marksheets and registers and applying appropriate strategies for individual PP students.</p> <p>Staff are able to discuss a range of strategies that could be used.</p> <p>By the end of 2023/24 all staff will be able to identify clearly PP students (and other subgroups) using register data and apply strategies to support PP students. We will review this at the end of each of the three years. This should be evident in Teaching & Learning review reports.</p>
PP pupils to access appropriate targeted support which takes into account the particular legacy of Covid-19 and the lockdowns on this group.	Targeted support in place whereby PP students from each year are automatically offered academic and personal development catch up classes. Tracking from termly data points to show that PP pupils are making good progress in line with peers both in terms of attainment and ATL
PP pupils in KS3 develop good learning habits and increased resilience to uncertainty. Pupils to value education in general and QEGS specifically. Strategies to take into account the lasting effects of Covid-19 and the lockdown on this group	<p>Reduction in detentions and interventions from form tutors and Heads of Year. Pupils make good progress and have at least '2s' for attitude to learning grades on reports.</p> <p>By the end of 2024/25 PP students report data and detention data are in line, or less than the whole cohort. PP students will be achieving the full range of achievement points across Quality, Extra, Grit and Service.</p> <p>Please see Part B: Review of outcomes in the previous academic year to see baseline scores for attainment, attitude and behaviour for last year.</p>
Ensure that there is a wraparound programme that builds cultural capital and raises aspirations for PP Students	PP students will have high aspirations for their future and equal access to

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to teaching and learning including high quality CPD focussed on curriculum – particularly retrieval practice in lessons	“A whole-school approach promoting learning which sets high aspirations for all pupils” Supporting the attainment of disadvantaged pupils Briefing for school leaders DfE November 2015 National Foundation for Educational Research	5
Run 6 classes in each year group in English, Maths and Science and MFL from Year 9 upwards to enable small group sizes.	Reducing class size EEF impact +2	2,5,6
Fill knowledge gaps that have developed and improve revision skills so that students perform well in exam conditions. Provide small group catch up sessions as appropriate covering both academic and personal development. Revision sessions run with external company.	Small group tuition EEF impact +4	2,5,6
Students will learn about how to use retrieval practice to enhance their learning.	Meta cognition and self-regulation skills EEF impact +7	2, 5
Run CPD sessions with staff to ensure that they can access the correct information about their classes and know which strategies to use	Teaching staff about collaborative learning approaches EEF Impact +5	1,5

	Giving appropriate feedback EEF impact +6	
Mastery learning is embedded across all learning in Maths to support achievement.	Mastery learning EEF impact +5	5

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

Budgeted cost: £7228

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyTutor targeted support in English, Maths and Science as needed for those PP students.	EEF— Targeted academic support +5 impact on EEF strategy evidence	5
Run a staffed study space in an ICT room to support all PP students Y7-11. As well as access to technology, staff can support them to build study habits, fostering a self-motivated attitude.	We have seen students struggle with a lack of structure to their work, providing this additional resource allows us to extend school time (EEF impact +3) and provide support to prepare them for future learning through small group tuition (EEF impact +4)	3,5,6,7
Building into the monitoring process a specific focus on PP students as a group in HODs data reviews, HOY in weekly review meeting and through targeted intervention following each data point.	Where appropriate Behaviour intervention EEF impact +4 Mentoring for individual students EEF impact +2 Leading to parental engagement EEF impact +4	1,2,5
1-1 support from SENDCO for those PP students who are also on the SEND register, this will include	Use of teaching assistant interventions EEF impact +4 1-1 support EEF impact +5	2,5,7

some in class teaching assistant support and some out of class work as appropriate.		
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £12650

Activity	Evidence that supports this approach	Challenge number(s) addressed
At each data point PP student participation in extracurricular activities is monitored through a questionnaire to students. This is then used to focus discussions with students to look at barriers to accessing extra-curricular activities and how PP can be used to support this.	Social and emotional learning EEF Impact +4 Physical activity EEF impact +1	2,4
Enhanced pastoral support to support mental health for PP students through individual meetings, regular check-ins and wider mental health first aid training among staff and students.	Some PP students are currently receiving 1-1 support for mental health concerns either within school, or from external agencies. Mental health needs have grown due to COVID isolation, PP students are more vulnerable to issues of isolation due to lack of technology and social opportunities.	2
Fund music tuition, and help with the cost of some extra-curricular activities. Encourage participation on cultural visits (and foreign visits if available)	Arts participation EEF impact +3 Social and emotional learning EEF impact +4	2,3,4
Pay for uniform, free	Removing barriers to accessing learning.	5

school meals, materials etc that PP students need to access learning.		
Ensure that all PP students have the required technology equipment to access learning in school and at home.	Removing barriers to accessing learning.	7
Run a school careers fair with a range of activities, where PP students are prioritised and supported to ensure that they attend to raise aspirations. Work experience opportunities prioritised for PP students to ensure that they have a suitable placement.	Aspiration interventions EEF – unclear impact	3
PP students attendance monitored specifically by the Attendance officer. Once per half term PP attendance is discussed with AHT to identify any priority PP students who require attendance plans and specific interventions.	Regular attendance at school improves outcomes. A 10% drop in school attendance is equivalent to a reduction of one grade in achievement according to research from the DfE. (“Link between absence and attainment at KS2 and KS4” – March 2016)	5,6

Total budgeted cost: £29400 Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 and the 2024 to 2025 academic year.

A: Progress 8 outcome:

In 2024 the:

- (1) Progress 8 score of (7) PP students was -0.39 compared to a score of 0.35 for all students.

(2) Attainment 8 score of (7) PP students was 53.9 (average GCSE grade of 5.39) compared to a score of 65 (average GCSE grade of 6.5) for all students.

NB in 2024 the 7 students classified as PP represented 4% of the examination cohort.

There remains a significant difference between the outcome of the PP cohort and non-PP cohort at GCSE in terms of progress, but the attainment outcomes for PP students at QEGS remain higher than the national average.

In 2025 the:

- (1) Progress 8 was not published due to this cohort not completing their KS2 exams in 2020.
- (2) Attainment 8 score of (5) PP students was 61.0 (average GCSE grade of 6.1) compared to a score of 64.7 (average GCSE Grade of 6.5) for all students

While the size of the PP cohort is not large enough to be statistically significant, the attainment gap between PP and non-PP has decreased compared to the 2024 GCSE results.

B: PP in K3 develop good learning habits and increased resilience:

In 2024-2025

Based on Year 7 - 10	% of students achieving the following marks:			
Attitude to Learning	1	2	3	4
Pupil Premium	35%	60%	4%	1%
Not Pupil Premium	37%	58%	4%	0%
Progress	A	B	C	D
Pupil Premium	22%	55%	16%	7%
Not Pupil Premium	23%	67%	9%	2%

The above figures indicate that PP students are broadly in line with non-PP students for their Attitude to Learning. The above figures indicate that last year in Y7-Y10 rates of progress were lower for PP students than non-PP students.

In 2024-2025

Based on Year 7 - 10	% of students achieving the following marks:			
Attitude to Learning	1	2	3	4
Pupil Premium	30%	61%	9%	0%
Not Pupil Premium	43%	53%	3%	0%

C: Attendance

In 2024-2025

	QEGS	National
PP	89.6%	85.4%
not-PP	94.6%	92.8%

The above figures indicate that there is a gap of 5% for the attendance of our PP and nPP groups. However, when compared to how national groups are performing, our PP students are above the PP national average by 4.2%, compared to our not-PP who are only 1.8% above their national average.

In 2025-2026

	QEGS	National
PP	94.0%	86.2%
not-PP	96.7%	93.3%

The above figures indicate that there is a gap in attendance of our PP and nPP groups of 2.7%, which has improved since 2024-2025 where it was 5%. The attendance of our PP group has increased at a greater rate than our nPP group.