



## **Pupil Premium Impact Report - GCSE Headlines 2016-19**

This report establishes a very broad overview of the sustained success of 'disadvantaged' students at Queen Elizabeth's Girls' School in GCSEs from 2016-19. Within this report the disadvantaged will be compared to 'other' students (any student that is not disadvantaged). This comparison will be against the 'other' students in Queen Elizabeth's and where possible in a Barnet and National Context also.

For the purposes of this report the comparisons will be based on the following success criteria:

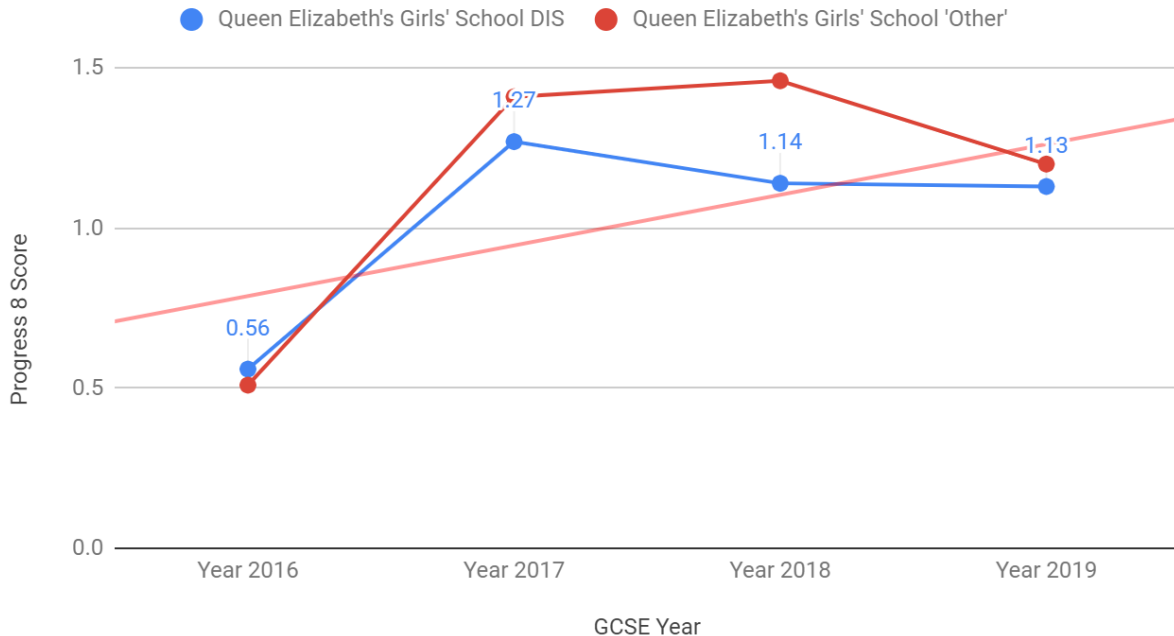
- Overall Progress 8
- Progress 8 English
- Progress 8 Maths
- Progress 8 EBACC
- Progress 8 Open
- Overall Progress 8 QE, Barnet and National

In terms of understanding the following graphs it is important to understand a little about Progress 8. It is the fairest method used to determine a school's success in terms of the impact they are having on students academically. The National Average for Progress 8 will always aim to be as close to 0.00 as possible. If a school has a Progress 8 of +0.5 then that means, on average, every student is making half a grade better progress, in each measured subject, than their directly comparable peers who have the same starting point (Key Stage 2 Score).

In 2017, 2018 and 2019 the Progress 8 Score for Queen Elizabeth's Girls' School has placed it around the top 1% of all schools nationally for Progress. In this time the Progress 8 score has been 0.9, 0.98 and 1.11. This means all students (on average) make on average one full grade better progress in the measured subjects than other comparable students nationally. This is remarkable.



## Queen Elizabeth's Girls' School Disadvantaged ENGLISH Progress 8

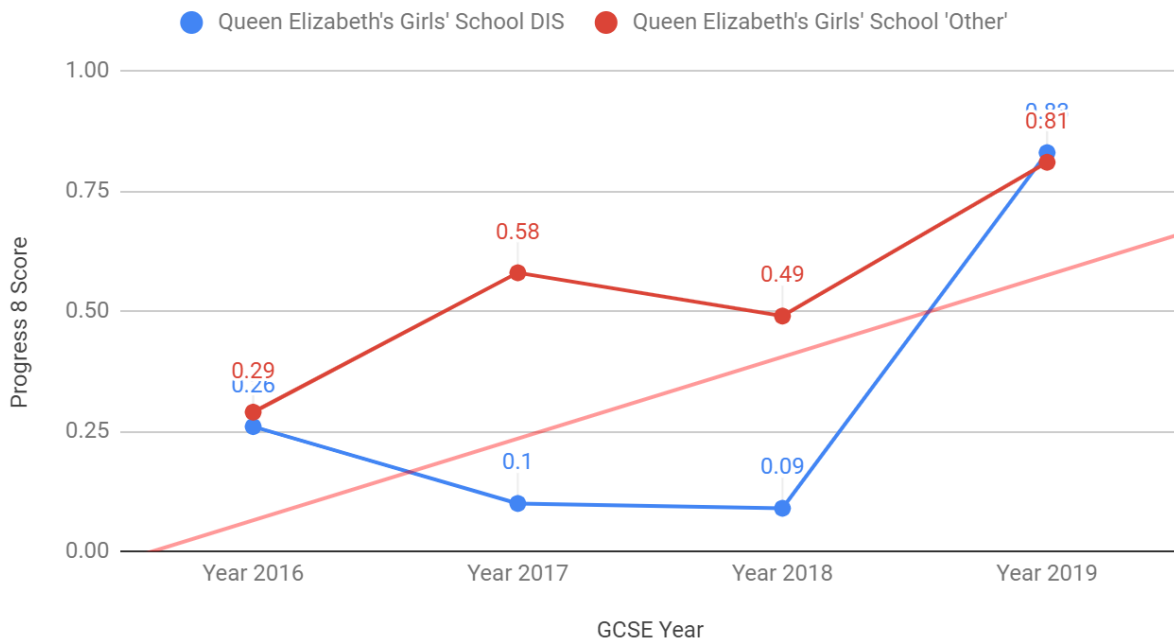


The graph above shows the performance of students in English and in this case the Progress 8 measure is for English combined: English Language and English Literature. A Progress 8 score here of +0.5 would put a subject in the top 10% nationally. As you can see the English performance of all students is consistently high and for the previous three years of formal GCSEs 2017-19 is well above +1.0. In 2015-16 the disadvantaged students outperformed the 'other' students and the gap narrowed again significantly in 2018-19 with the disadvantaged students (blue line) performing close to on par with the 'other' students.

The red trend line shows the projected performance of disadvantaged students.



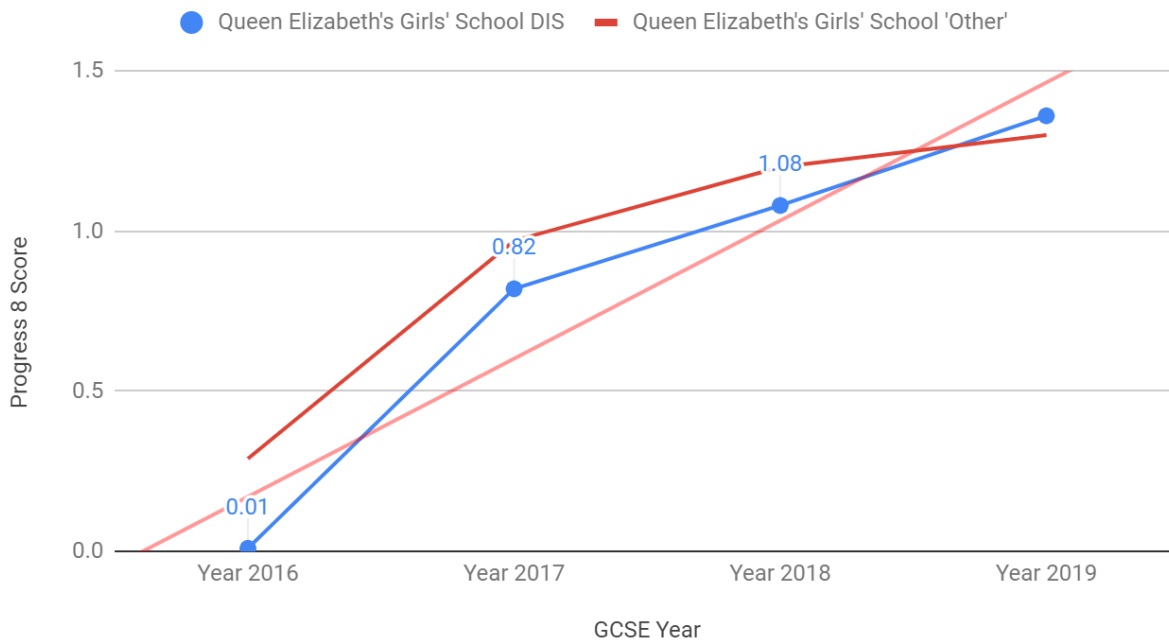
## Queen Elizabeth's Girls' School Disadvantaged MATHS Progress 8



The graph above shows the performance of Maths at GCSE from 2016 to 2019. While the blue line (disadvantaged) shows some variance in its performance the trend has moved significantly upwards. The gap between 'disadvantaged' and 'other' was extremely narrow in 2016 widening through 2017 and 2018, then significantly narrowed for 2019. At its peak distance in 2017 disadvantaged students were making on average  $\frac{1}{2}$  a grade less progress than 'other' students at Queen Elizabeth's. In 2019 the disadvantaged students then made **better** progress than the 'other' students.



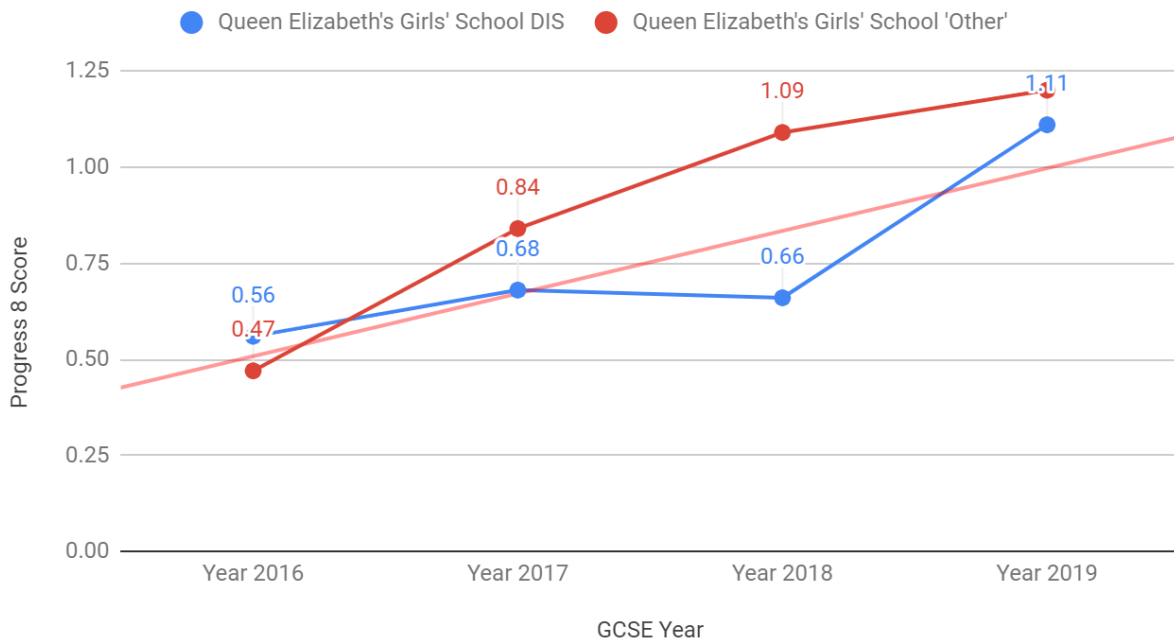
## Queen Elizabeth's Girls' School Disadvantaged EBACC Progress 8



The EBACC graph looks at the accumulation of the grades for Combined Science, Triple Science, History, Geography, French, Spanish and other languages. In 2016 the performance of disadvantaged students was slightly positive at 0.01 (and the in school gap was at its largest). In the subsequent years the performance in EBACC subjects has lifted considerably, consistently in 2017, 2018 and 2019. The trajectory is upwards on a yearly basis with the gap narrowing each year until 2019 when the performance of the disadvantaged outstrips the performance of 'other' students. A considerable achievement by the students collectively across a range of subjects. The performance within each subject is very strong and overall for the suite of subjects disadvantaged students are making 1.4 of a grade in subject more progress than their peers nationally.



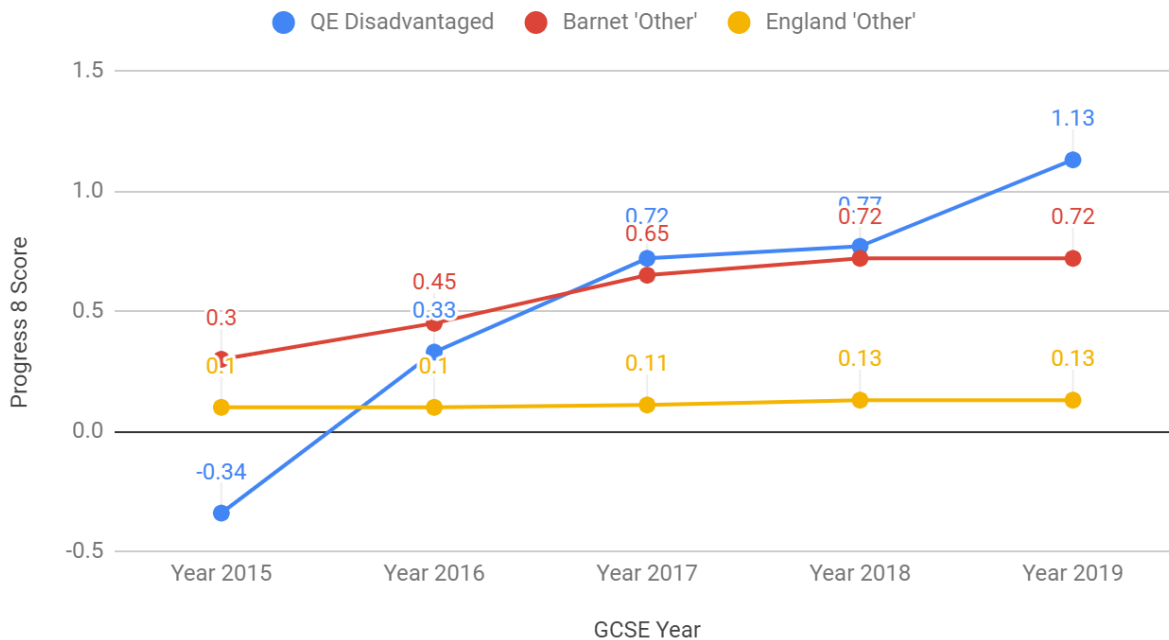
## Queen Elizabeth's Girls' School Disadvantaged OPEN Progress 8



The OPEN category of subjects includes Art, Business Studies, Drama, Food, Design and Technology, Media Studies and PE. The progress starting point in 2016 is considerably higher than the EBACC suite of subjects. The disadvantaged performed better than the 'other' group in 2016 and maintained a consistently strong  $\frac{1}{2}$  a grade better progress than all students nationally before a significant leap with the progress score almost doubling and the gap between disadvantaged and 'other' narrowing considerably. All students make 1 full grade better progress on average than their peers nationally. There is little discernible difference between the performance of disadvantaged and 'other'.



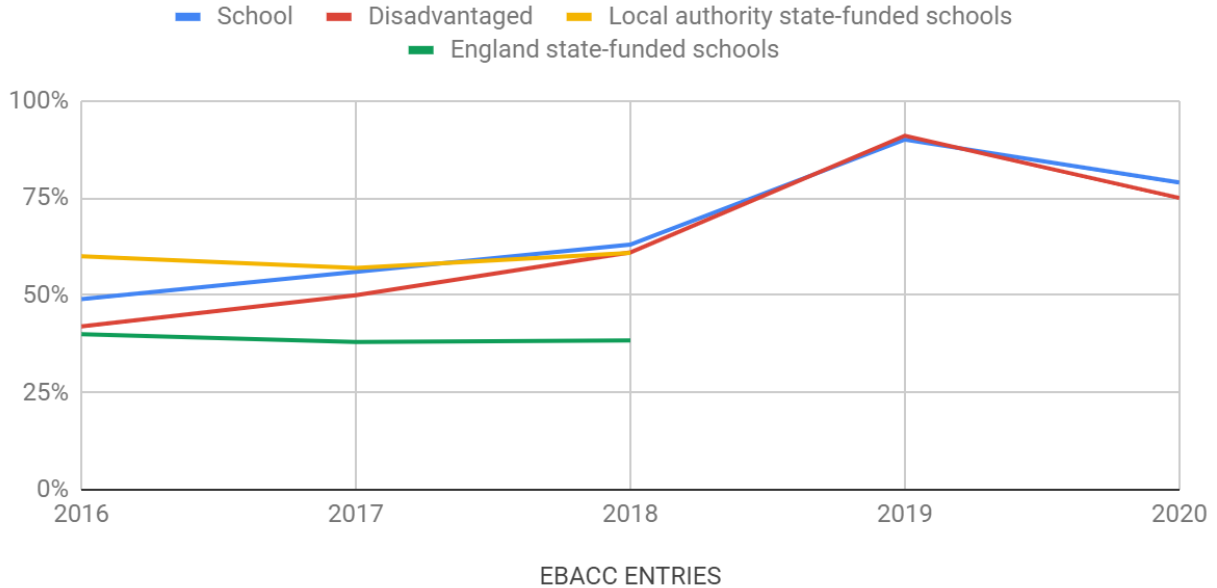
## Queen Elizabeth's Disadvantaged Vs Barnet 'Other' & England 'Other'



The graph above shows the performance of the 'disadvantaged' students at Queen Elizabeth's from 2015 to 2019. The starting position of disadvantaged here was -0.34. Students that were disadvantaged were making a third less progress than their peers nationally in all subjects. The yellow line indicates the 'other' students nationally that perform consistently around 0.1 year on year. The 'other' students in Barnet to give this a more local context shows 'other' students performing even better still. In 2015 QE disadvantaged students were the lowest group for progress in this context, improving considerably in 2016 and performing closer to Barnet 'other' students. In 2017 the disadvantaged group moved ahead of the Barnet 'other' and opened a considerable gap to them in 2019 with +0.4 better progress in all subjects. Disadvantaged were performing at nearly  $\frac{1}{2}$  a grade better per subject.



## School, Disadvantaged, Local authority state-funded schools and England state-funded schools



This graph shows the percentage of students that have been entered for the EBACC qualification that demonstrates the most challenging and more perceived higher value subjects undertaken by students at Queen Elizabeth's. This includes English, Maths, Science, Humanities and MFL. State Funded schools nationally have an entry to all these subjects from around 37% of their students. Barnet has entries around 60% for these subjects while the curriculum plan and pathways strongly encourage students, and in particular 'disadvantaged' students, to undertake the most challenging qualifications. There is little discernible difference between 'disadvantaged' and 'other' uptake in these subjects. All groups are actively encouraged to aim high and rise to the challenges. There were over 90% of students entered for the EBACC in 2019 and this has dropped to around 75% which is significantly above all other comparable averages.