Queen Elizabeth's Girls' School

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The Pupil Premium

All Stakeholders

(Relevant to Governors, SLT, SLs, Teachers, BTS, Parents)

Version 2 – 22nd Janaury 2016   **MDY/LSL**

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Contents

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Foreword

The purpose of this booklet is to inform all staff of the purpose of the Pupil Premium answering:

- Why does the Pupil Premium exist?
    - Social Deprivation
    - The Primary Gap
    - The Secondary Gap
    - Social Mobility
- How does it compliment other initiatives?
- What has the impact been nationally?
- How do we compare locally?
- most importantly what is the context of our own school?
    - attainment for the past two years
   - in school variation (ISV) between departments

I have included as much information as is relevant to all of us. I know that some may just glance at it while others will devour the information provided.

I have endeavoured to include information that is relevant to each level of stakeholder within the school. If you do nothing else with the Pupil Premium I must insist that you do understand what is outlined for HODs, Key Post Holders and Classroom Teachers (page 11) which is relevant to you both as a teacher and as a middle or senior leader.

This will ensure that you are well informed as this will be on the agenda for the foreseeable future. I hope you find it informative and useful.

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011 to provide targeted funding for those pupils from low income families. There have been clear links between the income of families and the likely academic success of children from those families.
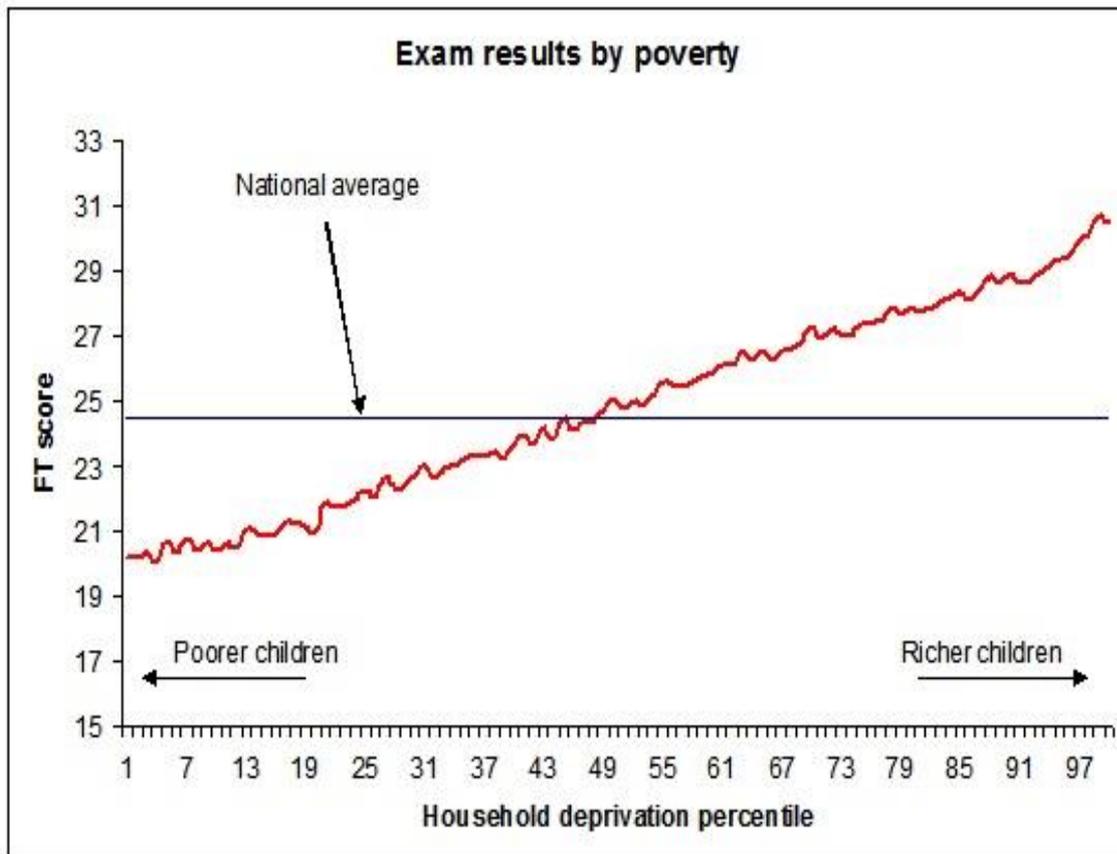
The graph above shows undeniable links between deprivation and exam success. Schools are no longer allowed to gather information from parents regarding their employment in the admissions process.

How do we identify those pupils in deprivation?

The Pupil Premium is a broader and less crude method than just FSM and it provides direct funding for the following pupils:

- All pupils currently on FSM
- LAC (Looked After Children)
- Ever 6 (all those pupils that have ever been on FSM in the last 6 years)
- Service Personnel Children
- Children that have been or are subject to a Care Order

The Gap starts early and it grows....

Having established that there is a clear link between deprivation and academic success, the next question is how does it get to that stage? The gap in achievement really does start early.

There is ample recent evidence that shows that a gap is clearly apparent between children from professional families and those in welfare families (claiming benefits). By 3 years old, a child from a professional family will have double the vocabulary of a child from a welfare background.

Poverty and language
Betty Hart and Todd R. Risley. Brookes Publishing, 1995 (4th printing, January 2003)

The Achievement Gap Starts Early

1,116 words (Children in professional families)

749 words (Children in working class families)

525 words (Children in welfare families)

This gap continues to grow all the way through Primary school.

The Primary School Gap

The graph below shows the gap between those pupils on FSM (and now Pupil Premium) achieving a Level 4+ in both English and Maths.

This has narrowed over the years in primary schools but remains significant nonetheless. The gap has dropped from 22.3% down to 16.8% over the 5 years to 2012.

This indicates that the gap is significant and persistent.

FSM attainment gap for pupils achieving Level 4+ in both English and mathematics at key stage 2, 2008-12
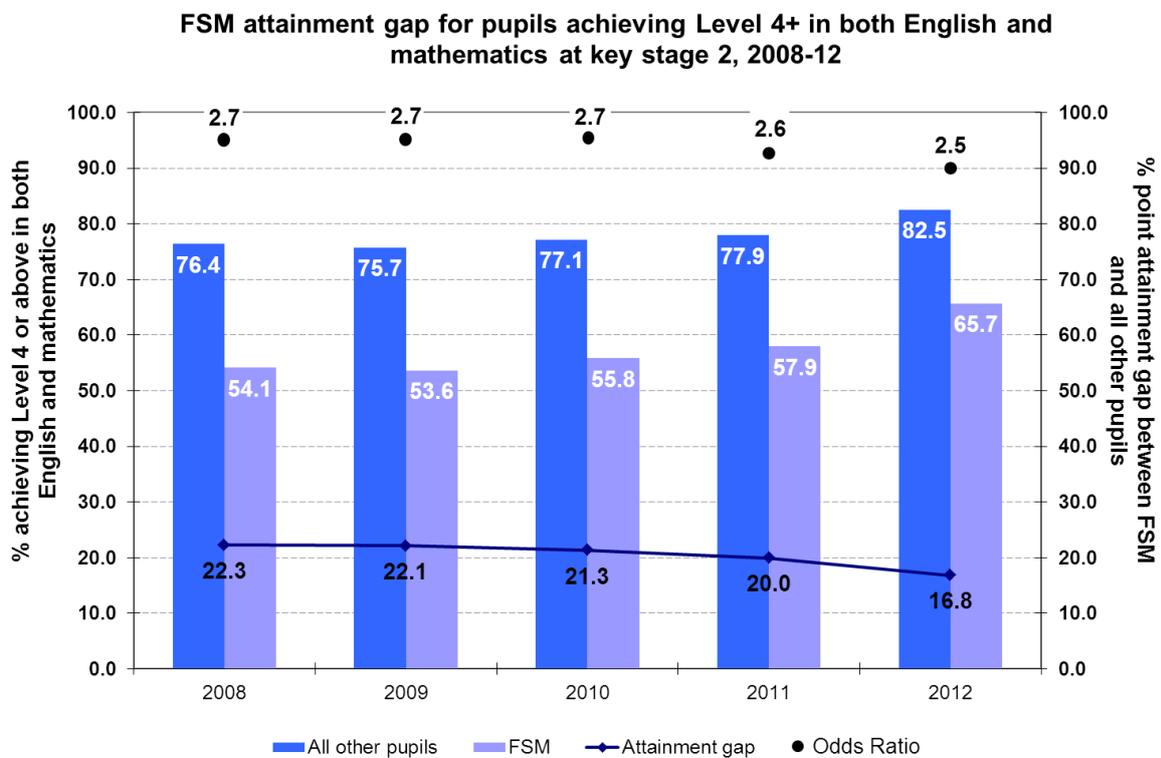
The Secondary School Gap

The gap is evident at various stages:

- ➢ Pre Nursery School - double the vocabulary of a 3 year old,
- ➢ Primary School - that increases to 16.8% in achieving Level 4+ in E&M
- ➢ Secondary School - the gap extends to 26.3% in achieving 5A*-C including E&M.

FSM attainment gap for pupils achieving 5+ A*-C grades including English and mathematics GCSEs, 2008-12
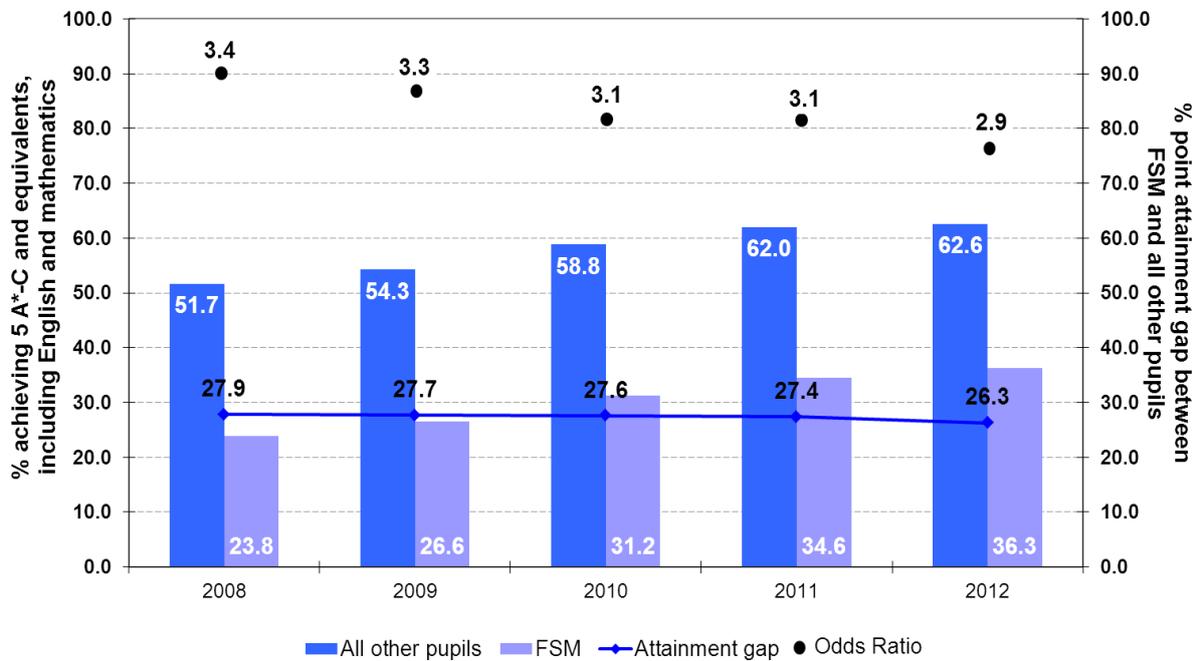
The Higher Education Gap and Social Mobility

The most advantaged 20% are 7 times more likely to attend university than the most disadvantaged 40%.

Social mobility is about ensuring that every person – and in particular, every child - regardless of their background, their circumstances, or their social class, has an equal opportunity to get on in life. That entails the transmission of disadvantage from one generation to the next.

Figure 1.1: Higher education participation rates by social class
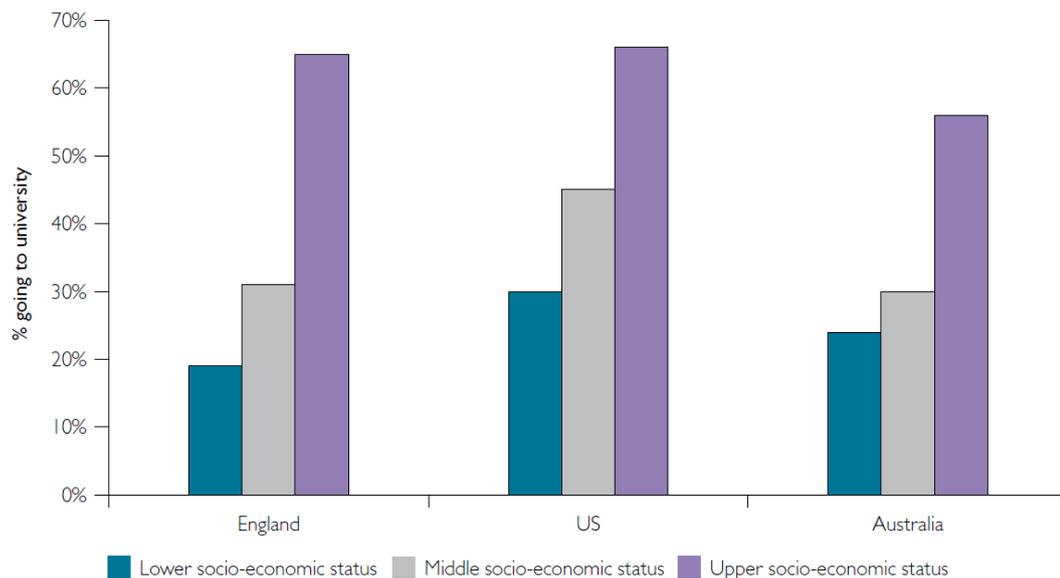
Source: Jerrim, J. and Vignoles, A., *University Access for Socio-economically Disadvantaged Children: A Comparison Across Anglophone Countries*, forthcoming

The higher education participation rate for the most advantaged 40% is 50%, while the least advantaged 60% it is approximately 25%. This means that there is a 'widening participation gap' of about 100,000 amongst 18 year olds alone.

The odds of a child at a state secondary school who is eligible for FSM in Year 11 being admitted to Oxbridge by the age of 19 are almost 2,000 to 1 against. By contrast, the odds of a privately educated child being admitted to Oxbridge are 20 to 1.

Is the Pupil Premium enough to address this gap?

The simple answer is no.

Therefore, there have been additional measures introduced to address the gap earlier rather than waiting until pupils reach secondary school. These other measures include:

- Raising the school leaving age to 17 (2013-14)
- Raising the school leaving age to 18 (2014-15)
- Summer Schools (started 2012)
- Free early years education for the most disadvantaged 20% of 2 year olds
- Legal Entitlement for 3-4 year olds to free early education
- Catch up programme for Year 7s below Level 4 upon secondary entry

Below you can see the timeline for introducing all these measures to deal with closing the gap.
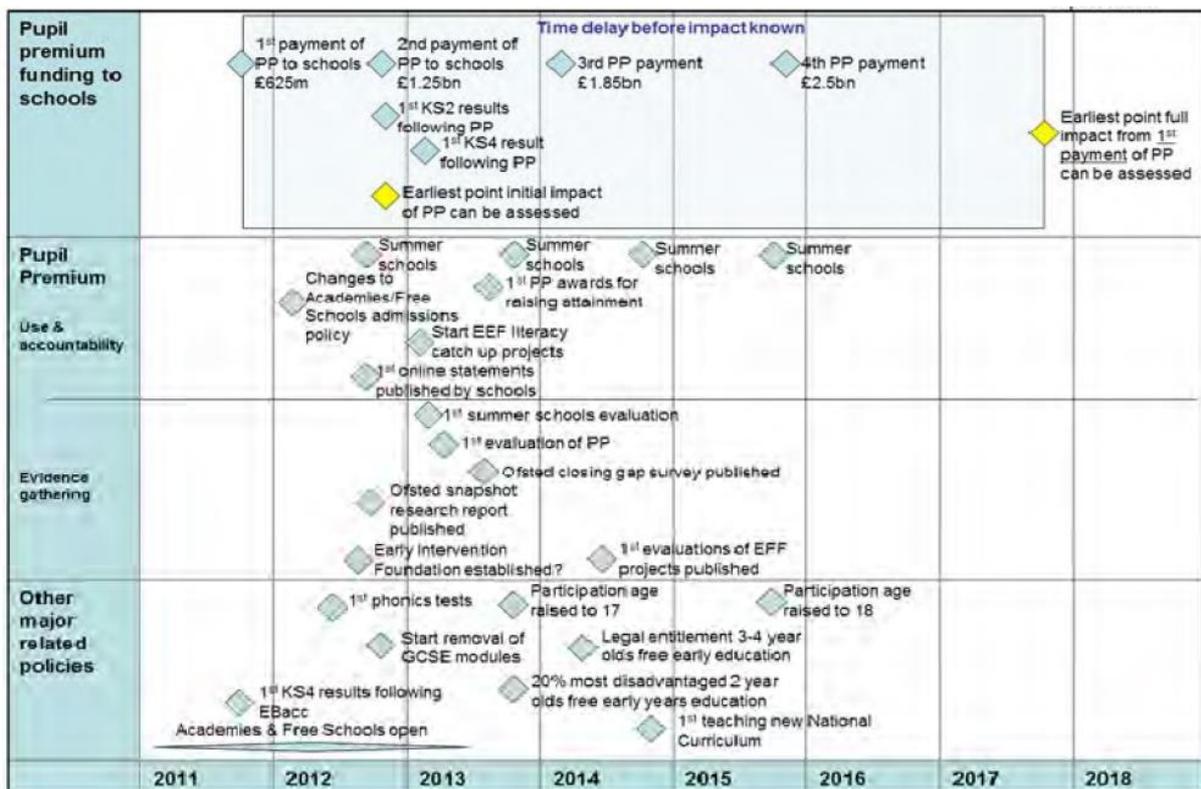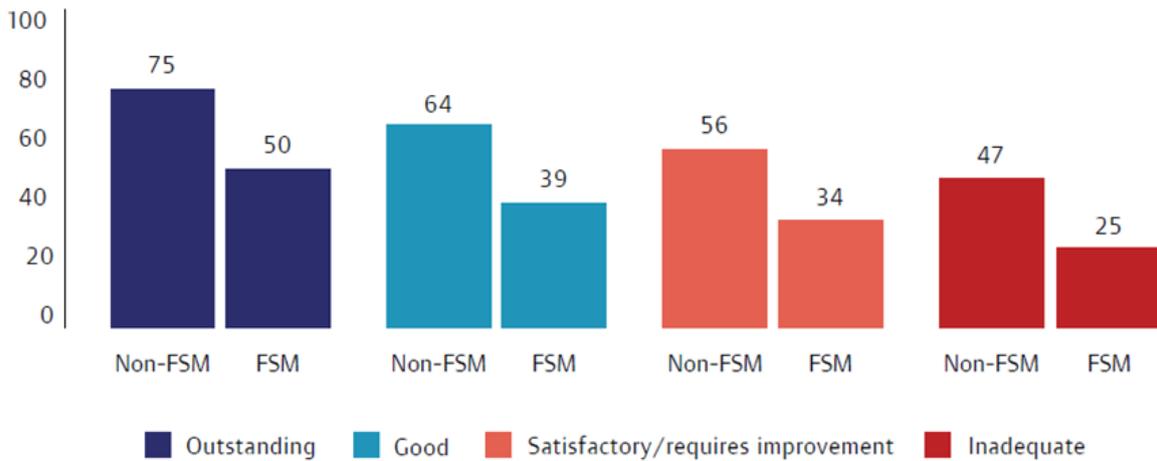
Ofsted & Closing the Gap

Below is a table that explores the gap that exists between schools that are judged in each category.

Percentage of pupils eligible for free school meals attaining five GCSEs at grades A* to C including English and mathematics, by school overall effectiveness judgement

Clegg…..*'if a school's Pupil Premium population are failing, more likely than not the whole school will be judged to be failing'.*

Wilshaw *'….schools will be inspected earlier than planned if poorer children there are not doing well'*

The Gap in each category stands at between -22% and -25%.

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The Gap at QEGS between Disadvantaged and Other has increased from 2012 is -39%, while Nationally it stands at -28% (as of 21th Jan 2016).

QEGS 5A*-C E&M Gap - Disadvantaged V Other 2012-15

Legend: Other, Disadvantaged

QEGS 5A*-C E&M Gap - Disadvantaged V Other 2012-15

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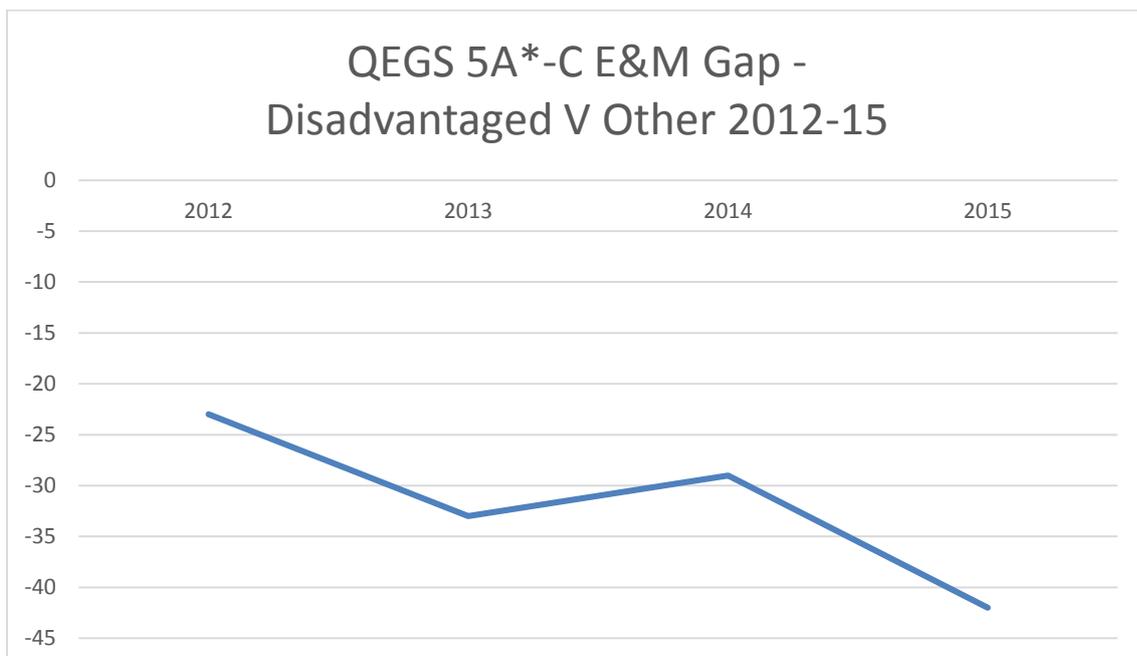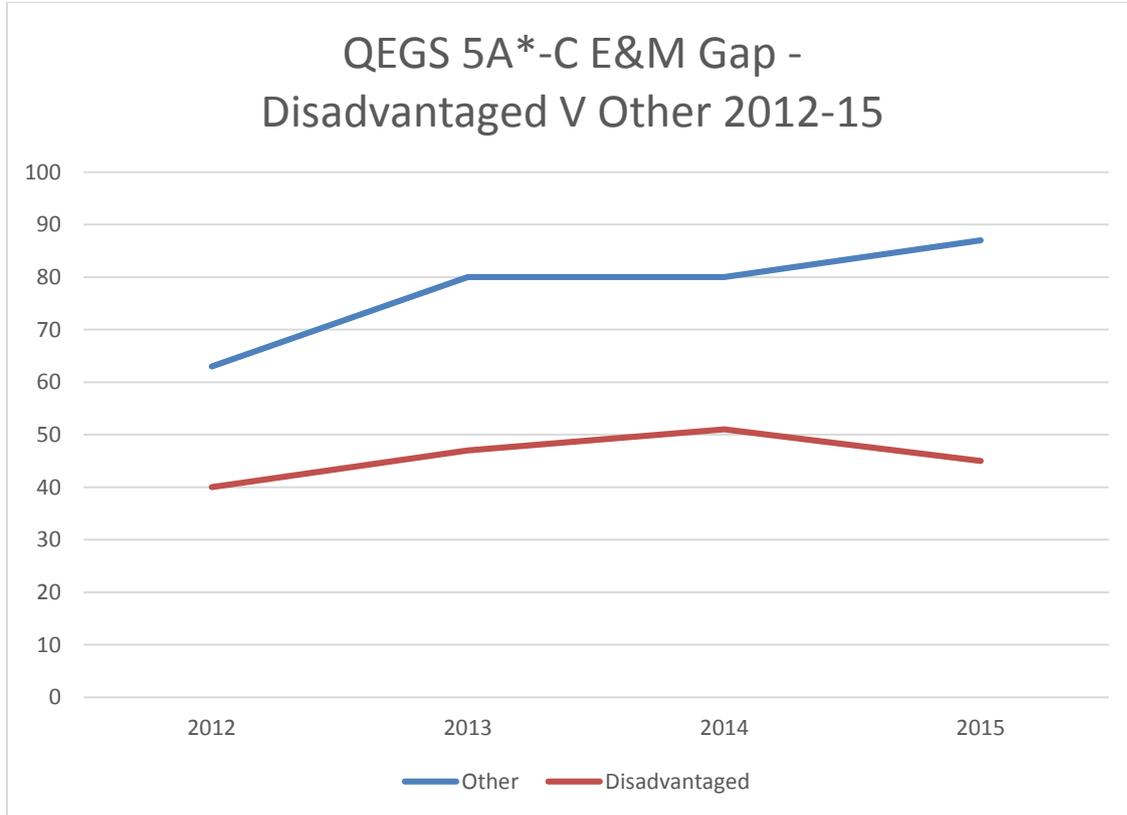
Why were we judged Requires Improvement?

- Some groups of students do not make good progress **(disadvantaged).**

- ….leaders…have an overly generous view of the school's performance **(predictions).**

- Teaching is not consistently good or better **(planning and knowing your class).**

- Teachers do not routinely adjust their teaching to ensure work is set at the right level **(differentiation).**

- The quality of marking and guidance…..is too variable **(feedback and AFL).**

- **Expectations** of students' progress are too low and……..are not always sufficiently **challenging.**

- Leaders' regular checks on the quality of teaching and learning do not focus sufficiently on how teachers are raising achievement **(developing, supporting and monitoring).**

While it is important that we understand the findings of the Ofsted report we must also remember that we are implementing changes to improve learning and teaching to improve outcomes for students.

We know that the changes and measures we are implementing are effective (based on research from the Education Endowment Foundation https://educationendowmentfoundation.org.uk/ , experience in other schools and in collaboration with PiXL http://www.pixl.org.uk/Default.asp) for ensuring more rapid progress of all students.

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It is clear that the learning and teaching practice has to improve at QEGS to improve the progress for all students and not just the disadvantaged.

The most cost effective and sustainable model involves improving what happens in the classroom.

1. How do we as teachers intervene with disadvantaged students in our classrooms?

- Seating Plans/Groupings – with consideration of where student are sat in order to maximise learning.
- Positive start to the lesson by greeting each student with a smile and checking they are in correct uniform and ready for learning – already showing that you have high expectation.
- Clear objectives in order for students to know what you expectation are and what their goals are by the end of the lesson, topic or the year.
- Knowing who your students are and PLANNING for each student through **differentiation.**
- Linking to careers within lessons in order to build aspirations and also to place the learning into a context.
- High level of vocabulary used and ensuring that all high levels words are questioned and discuss with class – e.g. asking HAPs to define the word or students to think share and pair what the word might mean.
- Questioning – using targeted questioning to build confidence, praise and also extended to stretch and challenge.
- Using Think Pair Share before questioning in order for students to feel more confident about speaking and also have had a chance to consolidate their ideas with others. If they are really shy/nervous you could ask them to say what their partner said so that they are not having sharing their own views.
- Having high expectations and aspirations – through questioning, praise, giving responsibilities within the lesson e.g. leader of a group.
- Marking and Feedback – making it specific to the students and ensuring students are responding and understanding the feedback in order to improve.
- Deal with behaviour issues effectively in order to minimise impact on learning.
- Early intervention picking up on issues in learning in KS3 and intervening with impact.
- Pupil Feedback – ask students for feedback on how they best learn, what they are finding difficult, what motivates them and adapt your planning accordingly.
- Variation in activities during the lesson ensure that students have a variety of ways that they can learn.
- Monitoring their attendance in your lessons and intervening through speaking to form tutor about concerns – might be that work can be sent home.
- Providing extra resources e.g. stationery, revision guides.

2. How do Middle Leaders intervene with disadvantaged students?

- Book looks to check students are completing work to the standard of other students.
- Work Scrutiny – checking the marking across their departments to ensure that students are being given the appropriate feedback.
- Budget for resources to be provided to the students e.g. textbooks, revision guides, materials.
- HOY – to provide any pastoral information that might impact on achievement.
- Drop ins – in order to ensure Quality First Teaching across the department/school – helping to make this normal practice rather than something that people are anxious about.
- Focused observations e.g. Use of LSAs, differentiation.
- Sharing Good Practice on disadvantaged across departments perhaps at Middle Leaders to ensure if a student is working well in one subject the other subjects can use the same ideas.
- Providing support, advice and guidance to the department.
- Social Media – driving the department forward using and benefitting from social media associated with the subject.
- Peer planning with department sharing and supporting with other departments to ensure consistency across the school.
- To pop in to lessons so that there is a presence and the students are used to seeing other staff in lessons.
- Implement Behaviour Policy
- Department Meetings – allocated time to discuss disadvantaged students and strategies and intervention.
- Organise intervention where necessary – bespoke for students/groups of students.
- Carefully consider teaching groups when allocating in the summer term.
- Logging students and the interventions that have been offered to them and the IMPACT they have had on the student.

New Ideas

- Staff Twitter – account for QE staff in order to share ideas from the twitter world as well as what is going on in QEGS.
- Book Club – where staff take part in reading different education books and then sharing ideas with each other as well as the rest of the staff through CPD or a newsletter
- Open Door Policy – all staff to have doors open all the time for staff to pop in
- Pop in – (non-judgmental) whereby staff can come into the lesson for 10/15 minutes just to see what is happening. The member of staff provides friendly feedback to the teacher and could invite the teacher to one of their lessons.

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Intervention Outside of the Classroom

When we speak of intervention outside of the classroom there is then an assumption that we need to do this because the Learning and Teaching are not up to standard and we must supplement it. Therefore, as a school we will speak about **Boosters, Catch Up** and **Revision Classes (additional support).**

Additional Support

- ➢ **After school booster classes starting November - Centrally structured and organised and formally communicated with students and families.**
- ➢ **Additional timetabled Support for students**
- ➢ **Literacy and Numeracy Teacher timetabled support**
- ➢ **Controlled Assessment Mop Up and Improvement**
- ➢ **Walking, Talking Mocks (prior to Mock Exams)**
- ➢ **Potential Outside Agency support (after school and weekends)**

Upcoming CPD

Tuesday 20th October 2015 – CPD Feedback from all staff on BFL (Behaviour for Learning)

Monday 2nd November 2015 – John Sullivan CPD on Differentiation

Tuesday 3rd November 2015 – How to use SIMS for Behaviour Recording

Inclusion –SEND Needs and Strategies (Dyslexia, Dyspraxia) – Literacy & EAL etc.

Remember: Quality First Teaching - we intervene in the classroom first.

HODs, Key Post Holders & Teachers delivering Intervention – need to know:

- Benchmarking – the starting point for any pupil (not just Pupil Premium) before the programme of intervention. This data can be from existing information or by assessing in the first learning session.
- Benchmarking – what progress has been made. This needs to be measureable. Levels of progress, % improvement, grade improvement, etc.

The aim is to develop our intervention programme and to review it for effectiveness. Ultimately, we only want to use what proves to be effective in-class intervention at **Queen Elizabeth's Girls' School**. We will be using the Sutton Trust Toolkit / Educational Endowment Foundation recommendations for successful strategies in class.

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Key Messages - The Pupil Premium at Queen Elizabeth's Girls' School

General

To be eligible for FSM a household will earn less than **£16, 190**.

FSM literally now just means you get a **Free School Meal**.

If you have ever been on FSM in the last 6 years **(Ever 6)** you get the Pupil Premium.

Pupil Premium students are also referred to as **Disadvantaged**.

There is a direct correlation between **poverty and achievement**.

All research shows the **learning gap starts early** and continues to grow.

National

The **National Gap** was 27.9% 5A*-C in 2008. It is currently -**28%** (Jan 2016).

Students on the Pupil Premium receive a **grant of £935** and **£1900** if a **Looked After Child**.

The **National Average** for Pupil Premium population proportion per school is **28%**.

Future at QEGS

Improving Learning and Teaching with **'quality first' in class intervention.**

Improving the **quality of feedback** (written) to students.

Introducing progress trackers and **PLCs** (Personalised Learning Checklists) for students.

Improving more effective systems for **Behaviour Management.**

Introducing a **formalised, centrally structured, intervention programme after school** and **timetabled** for students in all subjects.

Evaluating student progress and number of GCSEs based on **quality over quantity.**

A focus on improving the delivery of **controlled assessments** with added capacity for improvement.

Introducing **benchmarking** and monitoring of impact for all academic interventions evaluating effectiveness for **impact**.

Developing a program for all year groups in **Enrichment** and **Raising Aspirations.**