



Pupil Premium Report

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant for students registered as eligible for Free School Meals (FSM) in reception to Year 11 or those who are looked after by the Local Authority (CLA). This has also been extended to include pupils who have been in receipt of FSM at any point in the past six years also known as "Ever 6". A premium has also been introduced for children whose parents are currently serving in the armed forces. Please note that for ease of reference when we talk about disadvantaged students throughout this document it applies to all the groups set out above (FSM/Ever 6/CLA/armed forces children). The Pupil Premium will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the students who need it most.

From looking at National Trends, we know that disadvantaged students disproportionately achieve less well compared to other students. For example, disadvantaged students:

- Enter secondary school with a lower average point score than non-disadvantaged
- Make less progress throughout secondary education
- Are more likely to be excluded from school
- Are less likely to study a language at school
- Are more likely to have turbulence in life outside of school
- Are less likely to achieve the EBacc or 5A*-C including English and Maths
- Are less likely to study a musical instrument or attend school trips

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students
- The funding will be used to narrow and close the gap between the achievement of these students and their peers
- As far as its powers allow 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 students who need it most and that it makes a significant impact on their education and lives.

School Plan

The Head teacher and Governors have agreed a three year plan for Pupil Premium to guide the use of funds and to ensure that it represents value for money. We also undertook an external Pupil Premium Review last year to ensure we are using best practice. If you are interested in further details please contact Mrs Gibson (Deputy Head) by emailing office@qegschool.org.uk.

Statistics

- In school we currently have 238 pupils for whom we will receive the additional funding (which is 27% of the intake).
- In the current year the school receives a total of £192,831 additional funds.

Strategies 2014-15

The school has identified the needs of those students receiving PP funding and we set out below our key intervention strategies:

- *Being fully committed to providing high quality teaching in all lessons on a daily basis, with a focus on ensuring students receive clear feedback on how to improve their work*

- *Providing additional funding in Mathematics and English so that students can have additional support in these subjects through 1:1 and small group intervention sessions in addition to their normal lessons*
- *Ensuring that a Deputy Head and an Assistant Head are responsible for ensuring that CLA and disadvantaged students make good progress in line with other students, are fully engaged with the school and are well behaved*
- *Putting on a homework club in the library so that disadvantaged students have a quiet place to study after school and access to internet and printing facilities*
- *Engaging parents in their daughter's education, for example through a specific support evening for Year 11 pupils and provision of a guide for parents to help support their daughters at GCSE*
- *Giving disadvantaged students access to a counselling service within school to offer emotional support where needed*
- *Sending staff on training on how to maximise the success of disadvantaged students and on general Teaching and Learning training to help improve students' learning within the school*
- *Providing Learning Mentors in KS3 and KS4 to provide support for disadvantaged students in terms of attitude to learning and aspirations*
- *Making the Pastoral Support Officer available to help with the pastoral needs of the disadvantaged students, with a particular focus on attendance and attitudes*
- *Monitoring disadvantaged students' progress regularly through our management information system and putting in personalised intervention in line with their aspirations and barriers to learning e.g. mentors, drop in sessions on literacy/numeracy, extra meetings with their form tutors*
- *Providing ways to raise aspirations such as by the provision of mentors, attendance on trips, improvement of their "cultural capital" and improving their careers guidance*
- *Providing TA support where applicable*

All our work through the pupil premium will be aimed at accelerating progress, ensuring students entitled to PP funding perform as well as other students. At KS3 our focus is on ensuring they at least catch up to their peers in Literacy and Numeracy and at KS4/5 our attention is focused on the external examinations.

Evidence of impact

GCSE Results 2014

We were delighted with the strong results from those pupils who received the Pupil Premium in 2013-14. The gaps in attainment are also closing with a 4% reduction for 5A*-C including English and Maths. The gap in progress in English has narrowed by two thirds to -9% and in Maths it has reduced by over half to -14%. However, what is particularly pleasing is how well our pupil premium students achieve in comparison with national averages (see colour coded column below), which means students at QEGS from disadvantaged backgrounds are, on the whole, able to achieve as well as students nationally, giving them the best possible basis for further education and fulfilling careers. In particular, we are proud that pupil premium students at QEGS are almost twice as likely to achieve the Ebacc then students nationally and are almost 4 times more likely to achieve it than pupil premium students nationally.

	Pupil Premium at QEGS 2013	Pupil Premium National 2013	Pupil Premium at QEGS 2014	National 2014 (girls in brackets)	Pupil Premium National 2014
Gap in performance 5A*-C E/M	33%	27%	29%	28%	28%
5A*-C including Eng/Maths	47%	38%	51% *	55% (61%)	36%
5A*-G	94%	89%	92%	92% (94%)	85%
Capped total point score	326	304.9	308.3	306.9 (321.2)	258.7
Ebacc	28%	10%	39%	24% (28%)	11%
A*-C in English	56%	50%	62%	67% (75%)	51%
A*-C in Maths	66%	53%	69%	64% (68%)	49%
Expected Progress in English	53%	57%	74%	70% (76%)	58%
Expected Progress in Maths	56%	54%	74%	65% (67%)	48%

Key:



At or above national



Near national (within 5%)



Below national

The colour-coding is comparing disadvantaged students at QEGS with the national average for all students

* National average for Pupil Premium students is 36% in 2014 (from figures in Raise Online), so our students are performing significantly above other Pupil Premium students and almost as well as the national average

Results compared to research

As shown above our Pupil Premium students perform very well against national averages for Pupil Premium students and in many cases against the national average for all students. However, there is still a gap between the performance of Pupil Premium students and other students within school and narrowing this gap is a key target for QEGS. Nevertheless, we are proud of the fact that when our results are compared to recent research carried out by Professor Steve Strand, they are most similar to those attained by students in "outstanding" schools. His research shows that on average 75% of Pupil Premium students in outstanding schools attain 5A*-C including English and Maths, whereas only 50% of Pupil Premium students achieve these grades. At QEGS, other students attained 80% and Pupil Premium students 51%. This explains why the gap is slightly bigger at QEGS than national as our non-Pupil Premium students achieve particularly well. To read more on this research please go to the following link:

<http://www.theguardian.com/education/2014/sep/23/school-quality-gap-attainment-research>

A Level Results 2013

At A level there are only very small gaps in attainment. There are fewer disadvantaged students achieving 1 or more A*-B grades than non-disadvantaged. However, both disadvantaged and non-disadvantaged students' average grade at A level is a C grade. In terms of the average point score there are only a few points' difference (747 for non-disadvantaged compared with 744 for disadvantaged). Nevertheless, the success rate, retention rate and achievement rate of disadvantaged students are in fact higher than for non-disadvantaged students. Disadvantaged students' progression routes are also good, with most going onto university and over 20% going to Russell Group Universities.

Summary

As highlighted by last year's Ofsted report, there is still a gap in attainment and progress between disadvantaged pupils and non-disadvantaged pupils within the school, though these gaps are narrowing rapidly (especially in terms of progress). Moreover, there were significant improvements in the attainment of this group in the exams this year and are continuing to provide intervention to ensure their attainment continues to improve. **Our aim this year is for disadvantaged pupils to perform as well as the national average for non-disadvantaged pupils in terms of 5A*-C including English and Maths and in progress in English and Maths.**