



## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our aim is to provide a positive and rewarding learning environment for all students, irrespective of their background, where they can Question, Explore, Give and Succeed in all life challenges- academic and non-academic endeavours. These are our core values for all students at QEGS.

We recognise that all students, including those eligible



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are disadvantaged are receiving targeted support to develop oracy and vocabulary, a priority for closing the gap in outcomes.

Further detail for whole school literacy approaches

measure understanding and adapt teaching where necessary.		
Embed a consistent approach to homework across the school where homework is compulsory and linked to the curriculum to support learning and retrieve key knowledge/concepts. Teachers are trained in and use the behaviour/rewards policy to ensure that students are motivated to complete independent work and are praised when homework is completed to a high standard.	EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year.	1, 2, 3, 4, 5, 6
Embed 'The 3 Rs' behaviour expectations and the new QEGS Rewards Points Programme	SecEd: Steve Burnage states PP learners respond best to a positive learning environment ensuring there is consistency, boundaries, praise and rewards.	1, 2, 4, 5, 6

Teachers to use **GO4Schools** to identify and track all students specifically focusing on PP students in their classes, knowing who they are, where they sit and individual needs.

It is crucial all teachers know and understand

approach including 'say it again better' utilising tiered vocabulary and approaches in TLAC and Walkthrus to support literacy development across the school.

CPD supports staff in their knowledge of pedagogical principles (QEGS classroom) to ensure PP students have their needs met in the classroom.

Targeted support through **Department Interventions** and the use of external platforms such as MyMaths, Mathswatch, The Day, Reading Tests, NGRT, 1-Specific and tailored academic interventions specifically for KS4 student outcomes monitored by CLs and SLT



	“intended to help them grow as individuals and improve their quality of life” (Trust Deed of Amendment 18 July 2010).	
<b>Fund NGRT, Reading Testing Programme, and The Day</b> Ensuring all students have accessed the tools to support	Reading comprehension strategies, which focus on the learners’ understanding of written test, are rated as high impact on the EEF Toolkit.  Literacy is a key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.	1, 2, 3, 4, 5, 6
<b>Assertive Mentoring</b> Formalise assertive mentoring with staff mentors including SLT. Every Senior Leader will mentor at least two students, other staff members will be invited to volunteer to mentor PP students.  Use Assertive Mentoring to reduce the number of suspensions and improve absence	The Hurworth model stresses the difference between soft (traditional) and hard (assertive) mentoring and sites this distinction as the key to improvement. They outlined the major characteristics of the two types of mentoring in the seminar. Soft/traditional mentoring is relationship based, open to manipulation (excuses and half truths) and student led (the student explains the problems and sympathy is given). Hard/assertive mentoring is based on evidence (the student is confronted with LSIS Research predicted grades) and direct interventions (focused on the causes of under-achievement)  EEF Research suggests the longer a student has been FSM the wider the gap compared to Non-PP students.	1, 2, 3, 4, 5, 6

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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**Attendance Monitoring:**

<p>action points for 2023-24 include:</p> <ul style="list-style-type: none"> <li>- Rigorous follow up of non-attendance, including telephone calls, home visits, letters, face to face attendance clinics in school (or the home) and potential of FPN.</li> <li>- Active support by pastoral team to remove barriers to attendance, through: Mentoring, bespoke timetable, Early Help Assessment, SEND assessment, referral to external agencies as required, school funded wrap around support.</li> </ul> <p>Fortnightly meeting with SENDCo, Deputy Headteacher to ensure that all avenues are explored and that holistic approach to support is implemented.</p>		
<p><b>Transition Leader</b></p> <p>Close links with primary schools to be developed to ensure that effective approaches used by feeder primaries to engage poor attending PP students can be developed at QEGS. This will support engaging families who may become harder to reach or who may be uncomfortable seeking support and advice once in secondary.</p> <p>Development of positive relationship with families during primary will support attendance and engagement at secondary.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- Attendance at primary school events (e.g. Summer Fayre)</li> <li>- Presentations given to Y3, Y4, Y5 parents about opportunities and support available at QEGS</li> </ul> <p>Inviting parents/carers of primary schools to attend events at QEGS to promote</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1, 2, 3, 4</p>

and reduce barriers to attending.		
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**Healthy Eating:**

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**Total budgeted cost: £ 216,917**

## **Part B: Review of outcomes in the previous academicmes in th**



**Further information (optional)**

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