

# Queen Elizabeth's Grammar, Alford

## A Selective Academy



### The Pupil Premium (and Free School Meals)

The Pupil Premium is an additional sum of money the school receives for students in Years 7-11 who are (or have been in the last 6 years) in receipt of Free School Meals (FSM) (currently £935 per year), who have been in care (£1,900), and for children of service personnel (currently £300 per year).

Parents can apply even if they don't want to take up free school meals (where they are eligible), as this funding can assist students in many other ways, from music tuition to assistance with school trips.

**Free School Meals** are available if you are in receipt of one of the following benefits: Universal Credit with an annual net earned income of no more than £7,400, Income Support, Income-based Jobseeker's Allowance, Income-related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, the guarantee element of state Pension Credit or Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190 or Working Tax Credit. If you think you may be entitled to free school meals please use the following link: [www.lincolnshire.gov.uk/schools-and-education/free-school-meals/](http://www.lincolnshire.gov.uk/schools-and-education/free-school-meals/).

The **rationale** behind this extra funding is that nationally, children in receipt of free school meals do less well at school than their peers. Pupil Premium students can have lower aspirations, and have the perception of themselves as less able within a selective setting. This can manifest itself in lower attainment throughout the School, and ultimately in their GCSE examinations. They can suffer from lower self-confidence and less academic and pastoral resilience, and some have less ambitious future study choices than their peers. Their personal organisation and study skills can be less secure. Their ability to stretch and challenge themselves can be restricted, as sometimes they are not in a position to access extra resources for use both in and outside of the classroom. They can have less experience of travel and less extra-curricular participation than other students, which can impact on their enjoyment of school, their engagement and, ultimately, their attainment in lessons. There can be lower attendance rates for disadvantaged students.

We aim for Pupil Premium students to feel exactly the same as any other student, and our approach is always to support them in a way which does not draw attention to the fact that they have this additional financial help. We aim for them to be well supported in their learning, both in lessons and outside. We aspire to a situation where all parents and students make ambitious decisions about their post-16 or post-18 study routes. Pupil Premium students' progress and attainment should be in line with other groups, and we aim to close any gaps in terms of achievement, supporting them with the demands of class-work, home learning, non-examined assessment and examination components of their chosen courses. We aim for a positive Progress 8 score in 2020 for Pupil Premium students, and for this group to meet all of our main floor standards in line with other students. We expect Pupil Premium destinations data to be in line with that for others at the end of KS4, and we would like to see our Pupil Premium students applying for higher education courses at the end of KS5, which makes them indistinct from other students as a group. We also aim for attendance of disadvantaged students to be in line with other students.

At QEGS Alford, a very small proportion of students are registered for FSM (currently 26, with 4 of those being 6<sup>th</sup> formers, or 65 with 18 in 6<sup>th</sup> form if you want to include ever-6 FSMs) and, although



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we keep and analyse data from this group, such small numbers make assertions based on statistics unreliable.

The DfE requires us to publish how much Pupil Premium money we receive and how we have chosen to spend that money. We are also required to publish the results for students in receipt of FSM compared with their peers (see below).

### PROGRESS 8 DATA (+)

	2019	2018	2017	2016
All Pupils	0.44	+0.68	0.58	+0.40
Disadvantaged Pupils	+0.89	-0.45	+0.6	+0.56

DATA FROM OFSTED DATA SUMMARY REPORTS/INSPECTION DASHBOARDS-THESE ARE FOR FSM, LAC AND CHILDREN OF SERVICE PERSONNEL

Tracking the effectiveness of the deployment of these funds on FSM students is an area we consider with care using a range of tools for analysis, including student consultation. The evidence we have demonstrates that the children on Free School Meals achieve at least in line with other groups of students. The Pupil Premium has ensured that they have not been disadvantaged.

Of our 10 Pupil Premium students in Year 11 last year, 8 stayed with us to pursue academic A-levels; the other 2 went on to pursue courses elsewhere.

### Pupil Premium Income

2015-16: £40,205

2016-17: £35,530

2017-18: £45,145

2018-19: £45,145

2019-20: £52,625

### Targeted Expenditure

Pupils for whom QEGS receive the Pupil Premium may need targeted learning support, particularly with home learning, and support to access certain curricular opportunities.

We fund support for after-school home learning club, mentors for all Y11 and targeted students in lower year groups, Maths and English support clubs and 1:1 support. Sixth form mentors are also used where appropriate. In addition we pay for an Independent Careers Advisor to work one day a week at the school, with much of her work focusing on interviews with individuals. She prioritises students who are underachieving and/or require additional help.

Last reviewed January 2020

Next date due to be reviewed by the Governors – March 2022



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At QEGS, our philosophy is to enable every child to fulfil their potential within a supportive environment. We use the Pupil Premium money to help close any gaps in achievement. We also use Pupil Premium money to pay for curriculum-based school trips for those in receipt of FSM. Financial support is also given for the Y12 Study Tour to Sydney and the Duke of Edinburgh Scheme.

We also share good practice amongst staff and ensure close liaison with parents. So, for example, if parents are unable to attend Parents Evenings, alternative arrangements are made to discuss their child's progress. At Parents' Evenings we also have talks about how best for parents to support their child's learning.

