Pupil premium strategy statement – Queen Mary's High School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our pupil premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupil premium pupils last academic year.

School overview

Detail	Data
Number of pupils in school	947
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years (3 year plan recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Annually reviews in October.
Statement authorised by	Nicola Daniel
Pupil premium lead	Rebecca Wright
Governor / Trustee lead	Mr T Normanton and Mr B Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years.	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£

Academic year/years (3 year plan recommended)

Part A: Pupil premium strategy plan

Statement of intent

Vision: As a selective school we recognise that our students have high prior attainment as entrants and understand that our pupil premium students may face a range of challenges that prevent them from fully accessing the opportunities that a high-quality education offers them. Our focus is that all students, regardless of background or personal circumstance, can do and be their best, making good progress and achieving highly across our academically rigorous curriculum, whilst also immersing themselves in our culturally rich extra-curricular offer, enrichment programme and careers opportunities.

High quality, adaptive, responsive teaching is at the heart of our approach. The EEF evidence-research has proven this to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting our non-pupil premium students too, ensuring our approach is fully inclusive. We consider the challenges faced by pupil premium students, including those students with SEND and we are committed to narrowing any gap between our pupil premium students and their peers, ensuring they are able to access all aspects of their school career. All stakeholders in our school know that the progress of pupil premium students is a priority and extra support and intervention should be provided and monitored to guarantee impact.

We understand that those students who are eligible for pupil premium funding are not a homogenous group and therefore our approach will be responsive to common challenges and individualised needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage.

All staff understand the importance of developing the whole child and not solely focusing on outcomes. It is paramount that pupil premium pupils participate in a wide range of extra-curricular activities available at school such as sports, performing arts, debating and educational visits. We aim to mitigate any barriers that prevent our students from enjoying all of the activities that our school community has to offer.

Objectives:

- To ensure all students receive high quality, inclusive and adaptive teaching and learning within the classroom;

- To ensure all staff maintain high expectations for all students;

- To ensure all staff can identify the needs of pupil premium students and work collaboratively to support these students to make progress in line with their peers;

Academic year/years (3 year plan recommended)

- To provide individual support for students who are not making expected progress in lessons;

- To remove barriers to access and learning caused by financial, family, and social disadvantage;

- To develop self-regulation skills so students are organised and independent learners.

- To ensure attendance at school of pupil premium students is at least in line with the school's expectations;

- To ensure students are supported in their social and emotional wellbeing;

- To address literacy and cultural capital gaps among pupil premium students.

- To support our pupil premium students to engage fully with all aspects of school life through the taught curriculum, enrichment opportunities, careers, and extra-curricular programme.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium pupils.

Challenge number	Detail of challenge
1	**Reduce the attainment gap** The GCSE 2024 and 2025 data demonstrate reduced achievement gap at whole school level and therefore the focus is to sustain this and focus on departments which show a larger gap.
2	**Improve the transition to secondary school for PP students** Our outreach work to promote social mobility means we have introduced a minimum qualifying score for PP students. This means that for some, not all, who join the school, those students using the minimum qualifying score may have a gap in the skills, knowledge and understanding at the start of their school career.
3	**Reduce the attendance gap** Historical attendance data shows that pupil premium students have a marginally lower attendance rate than their non-pupil premium peers. In 2024/2025 pupil premium students had a higher attendance percentage than non pupil premium students we aim to sustain this.
4	**Student aspirations** All students experience a rigorous careers provision which gives them the opportunity to identify further education opportunities and career paths.
5	**Self-regulation**

Academic year/years (3 year plan recommended)

	Quality assurance evidence has highlighted that pupil premium students have a fear of failure and lack the resilience and self-regulation strategies to see failure as part of learning and, at times, will opt out of challenge.
6	**School life participation** In 2023-2024 there was a 20% gap between pupil premium and non-pupil premium students who participated in extracurricular activities. In 2024-2025 there was just a 2% gap with 68% of pupil premium students attending extra curricular clubs. 96% of pupil premium students attended at list one of the 49 trips that took place in 2024-2025. We need to ensure we sustain these figures and aim to improve.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop and implement teaching and learning principles that improve attainment for pupil premium students across the curriculum by the end of Key Stage 4. Particularly in EBacc subjects with a focus on English.	With increased numbers of pupil premium students we need to ensure the gap does not widen. The gap needs to continue to reduce.
To develop and improve systems to track, monitor and support pupil premium students so that, by the end of Key Stage 3 and 4 attainment for pupil premium students is in line with the attainment of no pupil premium peers. (Those PP students who entered the school with lower attainment are in line with their peers)	Pupil premium students are gaining the same progress measures as non-pupil premium peers from similar starting points.
To develop high quality assessment that is linked to the curriculum so pupil premium students are supported and challenged to achieve.	Through assessment and feedback practice, pupil premium students are supported to recognise where they have misconceptions, and through feedback are clear on what they need to do to improve using concise actionable steps.
To develop curriculum expectations and descriptors for students' performance and attainment so pupil premium students are clear on what they need to do to improve their attainment.	Pupil premium students have a clear understanding of the success criteria for a unit of work so they can be supported to identify gaps in their skills, knowledge and understanding.
To develop confident independent learners so pupil premium students have the self-regulation and resilience skills to see failure as part of learning and achieve in line with their peers.	Qualitative data from student voice, student surveys and teacher observations indicate an improvement in lesson participation and resilience to challenge. Pupil premium students can clearly articulate how to support themselves when preparing for examinations.
To develop robust attendance and punctuality systems to achieve and sustain improved attendance for all students in particular our pupil premium students.	Achieve attendance levels of 97% for all students. The gap between pupil premium and non-pupil premium peers has reduced to 0.

Academic year/years (3 year plan recommended)

To develop a robust careers programme to ensure pupil premium students are supported and challenged to make appropriate choices for education pathways.	Create an appropriate careers programme to offer advice and support to pupil premium students in making suitable and ambitious choices for sixth form, colleges, universities, apprenticeships, further education training or employment at Post-18. - Provision of a careers programme that meets the Gatsby Benchmarks. - Destinations for leavers to show all pupil premium students able to access Level 3/4 courses in sixth form, colleges, universities or apprenticeships, where this is the most appropriate route.
To support pupil premium students participation in extra curricular activities so they can develop their skills and broaden their experiences.	There is a marginal gap between pupil premium and non pupil premium students attending extra curricular activities at lunch time, after school and trips we need to continue to reduce the gap.
To ensure pupil premium students are rewarded positively for good behaviour, effort and commitment to the school community so that student feel a sense of achievement, pride and belonging.	Pupil premium students are recognised for their positive behaviours to ensure that good work and actions are reinforced. Reward points will be awarded for demonstrating the Ready, Kind Responsible school behaviour values.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching by consistently implementing our Teaching and Learning Principles that underpin quality first teaching.	EEF: The teaching toolkit. This document details the key components of high-quality teaching. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	1 and 5
A focus on embedding and sustaining key	EEF: The teaching toolkit.	1 and 5

Academic year/years (3 year plan recommended)

Teaching and Learning Principles • Lesson preparation • Checking understanding • Feedback • Participation	This document details the key components of high-quality teaching. 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	
A professional development programme that operates at four levels: Trust wide School wide Department Level Individual coaching	EEF: The Effective Professional Development guidance details the 14 mechanism of effective PD. Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	1 and 5
An explicit approach to metacognition and self regulation so all students have the tools to learn effectively.	EEF: Metacognition and self regulation guidance. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	All
Ensure all PP students have access to a digital device to use at home to complete independent study.		1, 2, 4 and 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £59,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Centralised data tracking of pupil premium students' progress and attainment against	Standardised tests can provide insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/index.php?/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	1

Academic year/years (3 year plan recommended)

their peers.	Individualised instruction | EEF (educationendowmentfoundation.org.uk)	
One to one student and parent/carer meetings	Leaders within the school are meeting with individual parents in key stage 3 to discuss any barriers to learning, and to be proactive in dealing with any issues that may hinder progress. Attendance officer to meet with families to identify barriers to attendance and punctuality. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1, 3, 4 and 5

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Social Mobility Champion	The recruitment of a social mobility champion will support staff to diagnose barriers to learning and will work alongside the students to access the curriculum and gain the necessary skills, knowledge and understanding to progress in their academic career. This position will support students to engage full in both the curricular and extra-curricular offer at the school. There will also be support for careers advice and guidance. Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	All
Contingency fund for acute issues, whilst also considering the impact of the cost of-living crisis. This will include assessing students' individual needs and applying funding to their situation.	From prior knowledge and experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. These might include (not an exhaustive list): specific equipment, uniform or taxis.	1, 3, 5 and 6
Bounce Together wellbeing surveys	Using a recommended toolkit to gather and measure effective wellbeing data which allows us to look at trends within our pupil premium groups and target additional help and support to ensure students are mentally equipped to access their learning.	2, 3, 4, 5 and 6

Academic year/years (3 year plan recommended)

	Bounce Together testimonials	
Engagement with the Mercian Trust Multi-Disciplinary clinical team. This includes training for school staff, collaboration with local clinical services and pupil interventions.	There is strong evidence to suggest that early interventions can have a cumulatively positive impact on outcomes for young people with learning, social and emotional challenges. • NSPCC • Early help Birmingham City Council Early interventions	2 and 4
Increase attendance and punctuality so that pupil premium students are in line with their non pupil premium peers.	Adopt principles of good practice set out in Department for Education's (DfE's) Improving School Attendance advice. All stakeholders to understand the link between attendance and attainment, ensuring that robust systems are in place to monitor and intervene where necessary. Use of data analysis to spot trends and strategically plan personalised intervention for pupil premium families.	3
To provide opportunities/experiences for pupil premium students in line with their peers, to maximise cultural capital.	Ensure all students are involved in extra curricular activities to enhance their school experience. Offer financial assistance for trips.	6

Total budgeted cost: £229,820

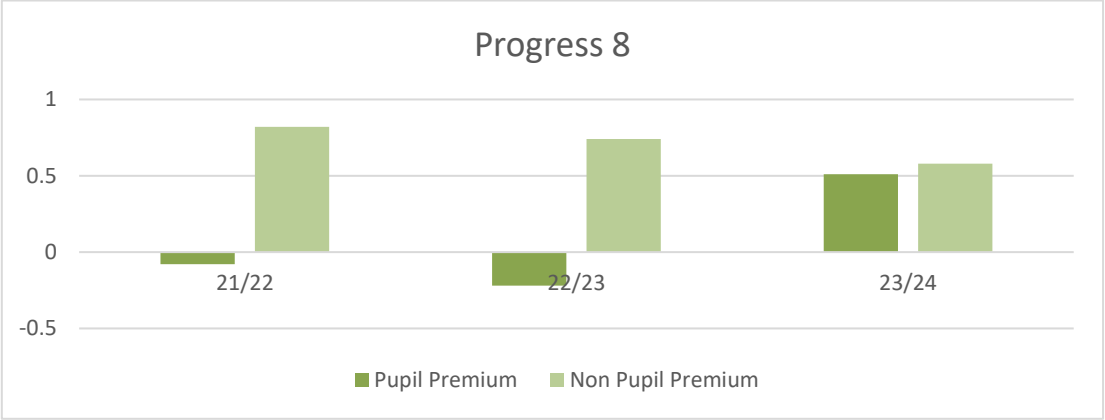
Academic year/years (3 year plan recommended)

Part B: Review of the previous academic year

Outcomes for pupil premium pupils

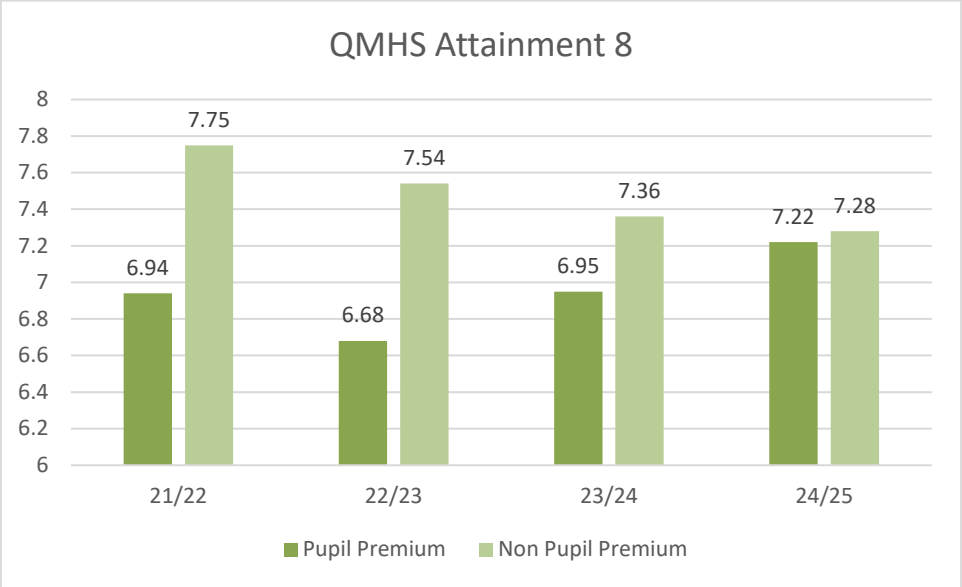
We have analysed the performance of our school's pupil premium students during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024 the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our pupil premium students was +0.51 compared to our non-pupil premium students which was +0.58 in 2024. This gap has significantly decreased since 2023. (No data can be included for 24/25 as there is no KS2 data for this cohort)



For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) pupil premium students achieved 7.22 in comparison for 7.28 for non-pupil premium students. This shows a that the gap between PP and non PP is students is continuing to be reduced. See DfE guidance for more information about KS4 performance measures.

Academic year/years (3 year plan recommended)



In 2023/2024 there was a small attendance gap of 1.88% between pupil premium and non-pupil premium absence rates however we are still above national average attendance with pupil premium students attending 90.97% of the time. In 2024/2025 pupil premium students' attendance was 95.68% for the year compared to 93.85% for non-pupil premium students.

Student behaviour remains excellent across the school. The gap between pupil premium and non-pupil premium students receiving achievement points has reduced significantly and due to our culture of being ‘disproportionally good’ to pupil premium students in 2024-2025 they received more points than non-pupil premium students. The average number of consequence points for pupil premium students has reduced by six points in 2024-2025 compared to the previous year. There is still a 3.89-point gap between pupil premium and non-pupil premium students.

Pupil premium students who attended one to one intervention from Coach Bright on average increased their APS by a quarter of a grade. Some of those students increased their APS by a whole grade. The sessions were well attended and helped to boost student confidence and self-esteem.

This Pupil Premium strategy is a comprehensive plan to ensure that every pupil premium student receives the support they need to excel academically and develop holistically. By focusing on high-quality teaching, targeted academic support, and the wider strategies, we aim to close the attainment gap and provide equal opportunities for all our students. Regular assessment and adaption are key to the success of this strategy, and we are committed to its ongoing improvement. The Pupil Premium strategy continues to be reviewed and evolves over time to meet the needs of our students and the changing nature of education.

Academic year/years (3 year plan recommended)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sparx Maths	Sparx Limited
Kay Science	Kay Science Ltd
The Girls' Network 1:1 mentoring Programme	The Girls' Network
Coach Bright	Coach Bright
One to one tutoring	Explore Learning
Educake	Educake
Elevate	Elevate
My Tutor	My Tutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Academic year/years (3 year plan recommended)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support pupil premium pupils, that is not dependent on pupil premium or recovery premium funding.

Academic year/years (3 year plan recommended)