Pupil premium strategy statement – [Poole Grammar School]

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

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

School overview

Detail	Data
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2024.
Date this statement was published	31.12.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	Amanda Smith
Pupil premium lead	Katie Cure
Governor / Trustee lead	Fran French

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,420.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£49,420,000

Part A: Pupil premium strategy plan

Statement of intent

Poole Grammar School is dedicated to ensuring all students achieve, regardless of their background. As Rowland has stated, we understand that schools cannot prevent poverty, but they can go some way to reducing its effect if they focus on initiatives that raise attainment.[1]

As such, the school prides itself on providing a first-class education through the implementation of a knowledge engaged curriculum through a combination of quality first teaching alongside excellent pastoral support, high quality careers guidance and bespoke provision to meet the needs of all learners.

Our ultimate objective is to ensure that the needs of disadvantaged learners are met, to ensure that barriers for these learners are removed, and to raise attainment and outcomes for disadvantaged learners.

Our principles:

- Pupil premium funding is used to support the activities that have been shown to be most likely to have an impact on improving achievement. Initiatives are constantly reviewed and assessed in line with recent research.
- Students are not judged by their background – high expectations are crucial. Pupil Premium is not a synonym for low ability.[2]
- Quality first teaching and learning is at the forefront of our strategy. As Rowland has stated, 'poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive impact on disadvantaged learners too'.[3] Funding should not be used to mitigate the impact of poor teaching through interventions.
- Initiatives and interventions are decided through rigorous analysis of assessment data and attendance / behaviour stats. This ensure that all students are accessing bespoke support. Interventions will be adjusted in order to ensure they remain constantly effective.
- Class teachers know which pupils are eligible for the pupil premium so they can take responsibility for accelerating those pupils' progress. Staff should be aware of relevant pastoral information which is shared on a need-to-know basis.
- It is recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate additional funding to support

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[1] Marc Rowland, An updated Practical Guide to the Pupil Premium, (Woodbridge, 2015), p.14

[2] Ibid, p.14

[3] Ibid, p.14

any pupil, or groups of pupils, after the school has legitimately identified them as being socially disadvantaged.

The mechanism by which these objectives are achieved include:

- A deep knowledge of our students and the challenges they face. When all students enter the school, they sit a baseline assessment (MIDYIS) to ensure they are progressing as expected.
- Allocation of time for particular areas of the curriculum.
- Provision of resources for disadvantaged learners (e.g., revision guides, textbooks, support with school trip and extracurricular activities).
- One-to-one pastoral support and intervention.
- Promotion of a whole school ethos of equality and inclusion.
- Financial cost considered in our decision making (e.g., trips and opportunities).
- Promotion of Poole Grammar School being a school that is accessible to all learners regardless of background and in doing so, encouraging children from all backgrounds to apply to the school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – research has found that poor attendance at school is linked to poor academic attainment across all stages.[4] It is thus essential that all students should be attending the maximum amount of school possible.
2	Language barrier - the now famous Hart / Risley study was published on the impact of language on young children, revealing that low-income children are exposed to 30 million fewer words than their higher-income peers before age three.
3	Consistency of parental engagement.
4	Lack of confidence, resilience, and independent study skills.
5	Consistency of approach across all curriculum areas.
6	Understanding the needs of individual PP students.
7	Access to and involvement in extracurricular provision.

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[4] Balfanz, R., & Byrnes, V, Chronic Absenteeism: Summarizing What We Know From Nationally Available Data, (Baltimore: Johns Hopkins University Center for Social Organization of Schools, 2012), p. 25

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
There will be no significant difference in outcomes for students in receipt of Pupil Premium.	GCSE and A level data shows no significant difference between students in receipt of Pupil Premium and those not.
One-to-one mentoring to collaboratively explore causes of any difficulties and establish tailored strategies to overcome them.	Pupil premium passports are completed for all PP students. Designated member of staff to provide pastoral support for designated students at need. Completion of tutor interviews. Record of additional pastoral care provided for students of particular difficulty.
Detailed analysis of PP student progress data throughout the year to identify where interventions and support might be needed.	Reports and progress data do not show any significant difference between the whole cohort and Pupil Premium students.
Detailed analysis of attendance and behaviour data for PP students at regular points throughout the year and to support improvements where needed.	Attendance and behaviour records for PP students are at least in line with non-PP students. Targeted support and interventions in place for PP students whose attendance and/or behaviour is cause for concern

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: £ 13.183.19

Activity	Evidence that supports this approach	Challenge number(s) addressed

Smaller English class sizes in KS4 sets.	Reducing class size has a 'positive impact of +2 month, on average.'[5] It is especially valuable as the EEF states impact on reading is higher (+2 months). The reduced marking load for teaching staff should ensure increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.[6]	2,4,6
English and maths registration support. This is to support all students, but as noted, disadvantaged students are more likely to have gaps in their literacy.	The EEF has shown that small group tuition has a moderate impact for low cost. The progress impact is vast, with the EEF estimating that it can add up to 4 months. It is argued that low attaining pupils particularly benefit from small group tuition. [7]	2,4,6
On-going CPD throughout the year for staff.	The Education Endowment Foundation say "The pupil premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups:" 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.' (EEF, 2021)	2,4,5,6

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

Budgeted cost: £ 21,863.57

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[5] *Reducing class size*, EEF. 2021. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size (Accessed: December 1, 2022).

[6] Ibid

[7] *Small group tuition* (2021) *EEF*. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (Accessed: December 3, 2022).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke mentoring for KS4 students in morning registrations.	Mentoring is shown to have a 'positive impact on attainment' of around +2 months (EEF, 2021). The EEF states 'Mentoring interventions may be … beneficial for … pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.'[8]	1,4,6
Subject drop-in sessions. Triangulation via subject teachers means that students are directed towards the most fitting drop-in session. This improves confidence and allows students to learn to take responsibility for their own learning.	The EEF has shown that small group tuition has a moderate impact for low cost. The progress impact is vast, with the EEF estimating that it can add up to 4 months. [9]	4,5
Study Centre provision for bespoke students	The Study Centre is a designated space for bespoke students to receive mentoring and a quiet workspace. Students are given a plan and targets to achieve and are monitored. This helps to provide 'conditions for learning behaviours to develop by ensuring pupils can access the curriculum' [10] It is seen that 'research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).[11]	4,6
Student led mentoring with support from trained staff	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective	1,4,6

[8] The Educational Endowment Foundation (2022), The EEF Guide to the Pupil Premium. Available at https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957 Accessed: December 3, 2022).

[9] *Small group tuition* (2021) *EEF*. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (Accessed: December 3, 2022).

[10] The Educational Endowment Foundation (2022), Improving Behaviour in Schools. Available at https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1669896223 (Accessed: December 3, 2022).

[11] Ibid

| | approach to delivering one to one or small group tuition in a school. There is a perceived benefit of up to five months.[12] | |

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

Budgeted cost: £   14,606.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of student behaviour hub supervisor. This is to ensure that teachers can focus on providing quality education for all students. The aim is to give those students who struggle with behaviour, a significant proportion of whom are from disadvantaged backgrounds a safe place to learn to self-regulate and return to lessons.	As the EEF guidance states, 'whilst behaviour is a significant issue affecting teachers in many schools, most pupils in most lessons behave well.'. It also states 'For pupils with more challenging behaviour, the approach should be adapted to individual needs. The behaviour hub is a way to ensure that this is happening for the most vulnerable. As the EEF draws attention to 'Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour'. Through designated staff interventions, students are able to access appropriate emotional support and develop self-regulation skills, allowing teachers to focus on quality first education.[13]	1,4,5
Supporting students' mental health and well-being via the existing well-being teams. The school has adopted a trauma-informed approach to teaching.	As stated by the EEF 'an existing pastoral system might be a good place to start to proactively support your pupils to respond well to influences in and out of school that could affect their behaviour.' [14]	1,3,4,6

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[12] *Peer tutoring* (2021) *EEF*. Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring (Accessed: December 3, 2022).

[13] The Educational Endowment Foundation (2022), Improving Behaviour in Schools. Available at https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1669896223 (Accessed: December 3, 2022).

[14] Ibid

Structural changes have made it possible for students to create a strong relationship with their tutors, with a consistent tutor and year head team across the main school.	Additionally, 'research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research, and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools.'[15]	
Widening access to enrichment/extracurricular activities/trips. PP students are given priority and a funding policy is available. Trips are monitored to ensure they are adding cultural capital and value.	As Rowland has stated 'pupils should play a strong role in wider school – and have strong leadership roles. This can be done through early (and ongoing) involvement in activities that promote self-efficacy and belonging. Being involved in teams (not just sport) and student councils that promote pupil voice on a range of issues can help pupils to feel confident and empowered. Belonging and a sense of place at school should go beyond the classroom.' [16]	1,2,3,4,5,6,7
Attendance monitor to ensure any potential barriers to attendance is rectified.	Attendance was also a key focus for the schools White Paper, Opportunity for all, published in March (DfE, 2022b) and which included a pledge for a national data system "to drive up attendance and make it easier for agencies to protect vulnerable children". Ofsted has also reported recently on attendance strategies that work (Ofsted, 2022; SecEd, 2022b), while the Education Endowment Foundation published an evidence review in March and is now looking to fund trials of attendance interventions (EEF, 2022; SecEd, 2022c).	1,2,3

[15] Ibid

[16] *Addressing educational disadvantage: From strategy to the classroom* (no date) *Unity Research School.* Available at: https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom (Accessed: December 3, 2022).

PP students access careers information as a priority	As Rowland has stated, 'pupils should have excellent careers education and be involved in meaningful enrichment opportunities. High quality careers education should not rely on personal networks or social capital.'[17]	

Total budgeted cost: £ *[49,653.33*

[17] *Addressing educational disadvantage: From strategy to the classroom* (no date) *Unity Research School*. Available at: https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom (Accessed: December 3, 2022).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the ... e 2021 to 2022 academic year.

Below is a brief ... outcomes of our ... ntended

There will be ... **n receipt of**

Some clear prog ... ; not reflected in the average 2 ... cohort achieved a posit ... dvantaged cohort achieved ... **ng forwards, making a differ** ... I9 has led to '*evidence that th* ... *and their classmates has* ... ntage gap widest in 10 yea ... ool is in the top 40% of gram

ARMED	n/a	0.13	5	
N ARMED	n/a	0.30	172	No data for 2019
DIFF	**n/a**	**0.17**		
FSM	-0.19	-0.26	8	
N FSM	0.65	0.32	169	
DIFF	**0.84**	**0.58**		GAP LESS-ENED
PP	-0.19	-0.11	13	
N PP	0.65	0.33	164	
DIFF	**0.84**	**0.44**		GAP LESS-ENED

In order to continue this progress, mentoring to alleviate barriers in subjects with a significant gap has been organised in registration periods for both key year groups and students who have been identified through data reports. Additional drop-in sessions are provided at lunch with specific students being identified and directed by subject teachers and pastoral leads. Reports are monitored throughout the year to identify students who would benefit from additional support.

One-to-one mentoring to collaboratively explore causes of any difficulties and establish tailored strategies to overcome them.

Pastoral support is intrinsic to the experience students receive at Poole Grammar School. Disadvantaged students are identified and prioritised by the pastoral team throughout the school year. Student passports are in the process of being created and rolled out across the school cohort to ensure all teachers are aware of the precise needs of each student. In cases where students are experiencing extraordinary difficulties, our pastoral and LSA team provide bespoke mentoring to focus on supporting both their academic and emotional needs. Tutors also provide interviews for their tutees, with a focus on prioritising disadvantaged students in order to identify ambitions and to remove any barriers which may be in place. Disadvantaged students

are also prioritised in careers interviews in order to ensure all students are in a position where they are able to achieve.

Detailed analysis of PP student progress data throughout the year to identify where interventions and support might be needed.

Student progress data is analysed at each data point by the year head and relevant head of department. Students are then targeted for either academic support or mentoring. This ties in with the above two targets.

Detailed analysis of attendance and behaviour data for PP students at regular points throughout the year and to support improvements where needed.

The pastoral team keeps a close eye on attendance and behaviour for disadvantaged students, with close contact with home being initiated if concerns being to arise. Teachers are also aware if a student's background may impact upon their conduct and strategies are created to relieve these.

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
Unifrog	Unifrog
Pupil Premium Familiarisation Portal	Frog Education