

Supporting Disadvantaged Learners



Core Principles

At Poole Grammar School we are ambitious for all of our students, but particularly for those who may be 'disadvantaged' due to their socio-economic background. The following core principles drive our decisions about how best to use the Pupil Premium to promote and pursue excellence in a stimulating and creative environment, where all are committed to lifelong learning.

Foundations for Learning

High quality education must be underpinned by ensuring that all of our disadvantaged students have:

- good attendance (>95%)
- provisions that are required to function successfully at school
- access to excellent teaching.

Opening Doors

Barriers, that may obstruct a disadvantaged student's access to broad and enriching experiences, must be removed. To do this we:

- provide continuous professional development to enable school staff to identify and meet the needs of individual students.
- support all students who we feel are disadvantaged, irrespective of whether they are in receipt of Pupil Premium funding.
- get to know our students and their individual needs and address these needs as early as possible.

Moreover, we actively seek to promote opportunities to foster ambition and raise aspiration by encouraging our disadvantaged learners to:

- participate in extra-curricular opportunities
- engage in career-based learning, which is matched to their individual interests.

Acting on the Core Principles

Foundations for Learning

Core Principle	Continuing	Introducing (20-21)	Planning (20-23)
Good Attendance	Monitor attendance and learning attributes for disadvantaged students.	<p>Closer collaboration with the wellbeing and pastoral teams to tackle absence and / or minimise the impact of persistent absence.</p> <p>Improved engagement monitoring systems and intervention, particularly in the event of a school closure.</p> <p>Serial swab testing offered to increase the likelihood that COVID-19 'close-contacts' can continue to attend school.</p>	
Adequate Provisions	Meetings with Aspiration Ambassador to ensure that students are equipped.	<p>Parent and student questionnaire to identify which resources students need.</p> <p>Tutor teams nominate non-PP students who would benefit from remote learning resources.</p> <p>Remote learning and revision resources purchased and distributed to those disadvantaged students who were struggling to access without.</p> <p>FSM provision update in line with national expectations.</p>	
Excellent Teaching	Smaller GCSE class sizes in English and Maths.	Revisit exam data monitoring when exams recommence.	Additional tracking point for praise and specific comments relating to how to improve the skills / techniques.

Opening Doors

Core Principle	Continuing	Introducing (20-21)	Planning (20-23)
Identify and meet needs of individual students.	CPD revisiting behaviours that might indicate a concern through safeguarding training.	Increased collaboration around students with an identified need.	Regular thought prompts in the Bulletin, which is circulated to staff weekly.
Support any student that we feel is disadvantaged		Identifying students through Tutor teams.	Investigate additional code to incorporate these students into the information management system with a view to increased monitoring of these students.
Know our students	<p>Aspiration Ambassador to meet regularly with PP students.</p> <p>Inclusion Group Coordinator (PP) to monitor PP students closely using the school's internal tracking data and plan appropriate interventions.</p> <p>Use of SISRA to monitor student progress and intervene, if necessary.</p>	<p>Parent and student questionnaire.</p> <p>Offer of transition meeting for incoming Year 7 PP students.</p> <p>Pupil Profiles to highlight student voice and aspirations to subject teachers.</p> <p>Increase collaboration with the wellbeing team.</p>	Increase mentoring in younger year groups.
Promote opportunities	Aspiration Ambassador to meet regularly with PP students and refer to Head of Careers, with appropriate information.	[On hold due to COVID restrictions]	<p>Use the school's communication forums to seek out specific opportunities based on individual interests.</p> <p>Review contributions towards Cultural Capital activities for students in receipt of FSM.</p>

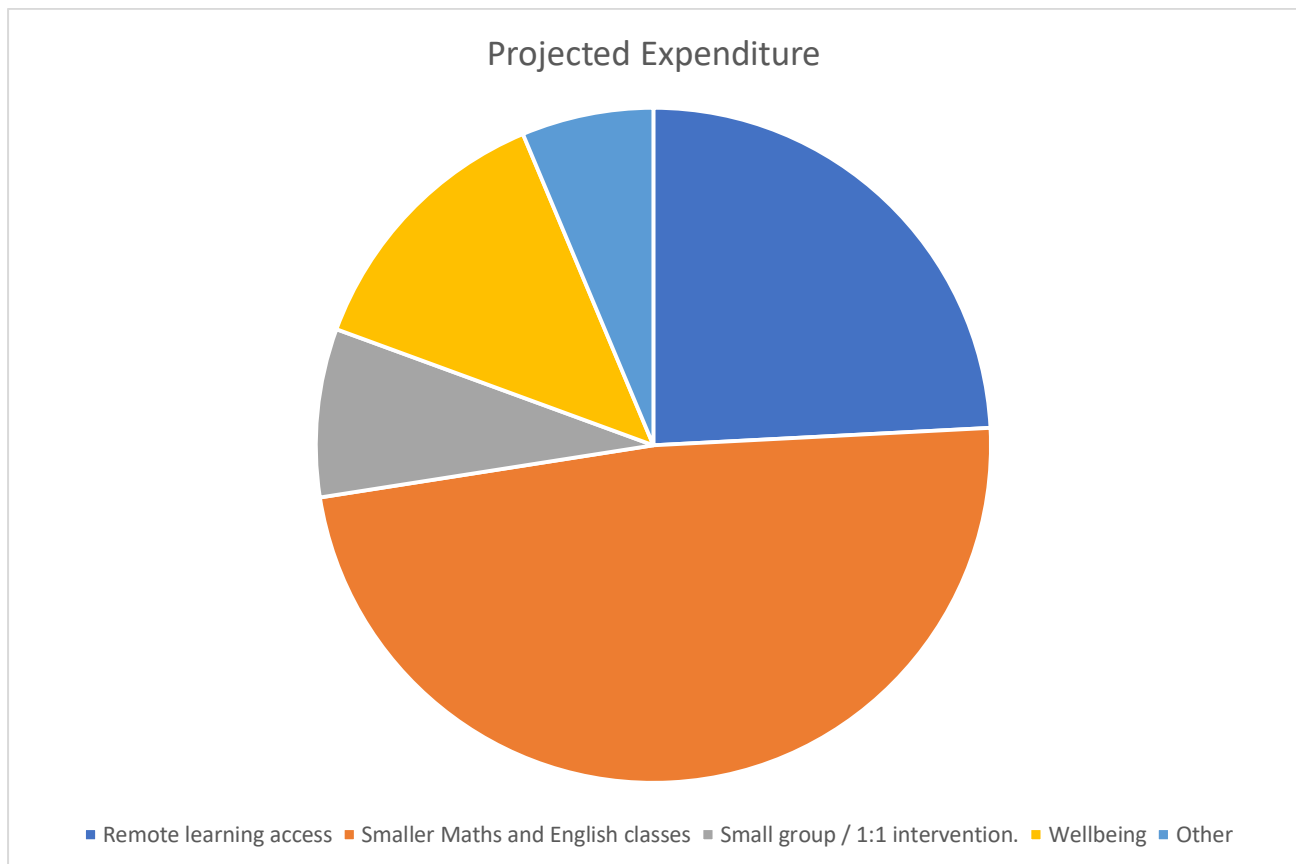
Poole Grammar School Overview

Metric	Data
Pupils in school	1303 (897 in Year 7 – 11)
Proportion of disadvantaged pupils	6.8%
Pupil premium allocation this academic year	£49,635
Academic year or years covered by statement	2020-2023
Review date	September 2021
Statement authorised by	Nathan Chase
Pupil premium lead	Joanna Stephens
Governor lead	Jay Rana

Priorities for 2020-2021

It is expected that Pupil Premium expenditure will exceed the income during this academic year due to the need to prepare for successful remote learning during the pandemic.

Data tools and staffing costs relating to Pupil Premium strategy will be met from other budgets. Wellbeing team costs are also shared with other budgets: only the PP contribution is listed here.



Measure	Activity
Priority	Ensure that disadvantaged students have access to remote learning.
Barrier to learning that this priority will addresses	Lower levels of access to internet-enabled devices for sufficient time to participate fully in remote learning.
Projected cost	£12 000
Success Criteria	Engagement with remote learning (for homework or in the event of a school closure) that is typical for PGS student.

Measure	Activity
Priority	Additional Maths and English classes
Barrier to learning that this priority will addresses	Lower aspirations for progress in English and Maths.
Projected cost	£24 000
Success Criteria	Positive SISRA SPI for GCSE performance in Maths and English.

Measure	Activity
Priority	Small group / individual intervention in D4
Barrier to learning that this priority will addresses	Bespoke for invited students.
Projected cost	£4 000
Success Criteria	Case-by-case.

Measure	Activity
Priority	Supporting students' mental health and well-being via the existing well-being team and additional ELSA training. (Contribution)
Barrier to learning that this priority will addresses	Poor mental health and well-being.
Projected cost	£6 500
Success Criteria	Attendance at school >95% for individuals.

Priorities for 2021-23

- CPD to focus on strategies for reducing the impact of 'lost learning'.
- Ensure that all disadvantaged have access to sufficient materials for remote learning (e.g. for homework).
- Seeking and promoting opportunities for enrichment and work experience, particularly for students in receipt of free school meals, who have typically requested less than students in the SCIE or Ever 6 categories.