

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	1202
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Katie Etheridge
Pupil premium lead	Fiona Gollan
Governor / Trustee lead	Simon Bowden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,932.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£47,932.00

Part A: Pupil premium strategy plan

Statement of intent

The values of **equity, evidence and excellence** underpin Poole Grammar School's approach to the Pupil Premium.

Principles:

- **Excellence:**
 - *Commitment to high expectations for all students, regardless of background.*
 - *Regular review and assessment of initiatives based on the latest research.*
 - *Prioritisation of quality first teaching for all learners.*
 - *Dedication to improving literacy.*

- **Equity:**
 - *Dedication to ensuring equity among all students, with a particular focus on improving aspirations and cultural capital.*
 - *Proactive identification and allocation of additional funding for socially disadvantaged students, even if they don't qualify for free school meals.*
 - *Awareness of learners who qualify for Pupil Premium as well as SEN support.*
 - *Promotion of the school as accessible to all learners, regardless of background.*

- **Evidence:**
 - *Utilisation of Pupil Premium funding for evidence-based initiatives to improve achievement.*
 - *Basing of strategy on student needs, not labels.*
 - *Adaptation of the strategy as needed.*
 - *Regular monitoring of student progress through baseline assessments and ongoing data analysis.*

This approach ensures that Poole Grammar School is committed to improving aspirations, enhancing cultural capital, and effectively monitoring the progress of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Parental engagement
3	Literacy
4	Understanding individual needs of students
5	Access to and involvement in extra-curricular provision
6	Lack of confidence, resilience, and independent study skills
7	Consistency of approach across all curriculum areas.
8	Financial constraints.

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.	Designated member of staff to provide pastoral support for designated students at need. 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. A particular focus will be needed on PP students who also have a SEND.	Reports and progress data do not show any significant difference between the whole cohort and Pupil Premium students. Where there is difference, there will be a monitored intervention in place.
Detailed analysis of attendance and behaviour data for PP students at regular	Attendance and behaviour records for PP students are at least in line with non-PP students.

points throughout the year and to support improvements where needed.	Where there is difference, there will be a monitored intervention in place. Targeted support and interventions in place for PP students whose attendance and/or behaviour is cause for concern
An increased number of applications from disadvantaged students in year 6 and 11.	Application and acceptance of disadvantaged students and those from lower IDACI schools increasing year on year.

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: £ 13,876.56

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.' ¹ 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. ²	2,4,6
Development and implementation of a whole school literacy policy.	The EEF have highlighted the 'literacy gap' as a clear barrier facing students. Ricketts, Sperring and Nation have demonstrated that students who cannot read, write and communicate effectively are highlight unlikely to access the curriculum. ³	3,4,7
On-going CPD throughout the year for staff. This may be	The Education Endowment Foundation say "The pupil premium is designed to support schools to raise the attainment	4

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

² Ibid

³ Ricketts, J., Sperring, R. and Nation, K. (2014). Educational attainment in poor comprehenders. *Frontiers in Psychology*, 5. p. 445. DOI: 10.3389/fpsyg.2014.00445

<p>targeted to departments as needed.</p>	<p>of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups.”</p> <p>‘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)</p>	
<p>Identification of English as an area of focus, having recognise attainment is lower in end of KS4 than desired. Engagement in CPD with English department, including the Dorset Boys’ Impact Hub as well as Southern Universities Network</p>	<p>As stated by the EEF, literacy and access to quality education is essential for students accessing the world about them.</p> <p>‘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)</p>	<p>3,5,7</p>

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group reading support to focus on improved literacy within Year 7.</p>	<p>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. ⁴</p>	<p>2,3,4,6</p>
<p>Study Centre provision for bespoke students. Student led mentoring with support from trained</p>	<p>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</p>	<p>1,4,6</p>

⁴ *Small group tuition (2021) EEF*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> (Accessed: December 3, 2022).

staff. PP students at KS4 considered as a priority where needed.	to provide 'conditions for learning behaviours to develop by ensuring pupils can access the curriculum' ⁵ Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. There is a perceived benefit of up to five months. ⁶ ⁷	
Automatic provision of revision resources for KS4 students to mitigate financial barriers		8
Support to provide a laptop, where necessary, when a student is FSMEver6, as well as on our SEND register at KS4.	EEF have highlighted the importance of use of technology as a high-quality teaching tool for pupils with SEND ⁸	2,4,6

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

Budgeted cost: £ 27,055.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 mentoring for selected students through years 7-11. Pastoral meeting time devoted to making referrals.	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	1,2,6

⁵ The Educational Endowment Foundation (2022), Improving Behaviour in Schools. Available at https://d2tic4wvo1usb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1669896223 (Accessed: December 3, 2022).

⁶ Peer tutoring (2021) EEF. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring> (Accessed: December 3, 2022).

⁷ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

⁸ <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

	peer can provide a different source of support. ⁹	
<i>Use of Hub Coordinator to act as key adult for PP students who are/are at risk of becoming persistent absentees.</i>	The EEF have highlighted the importance of communication as well as a sense of belonging, echoed in the November 2024 DFE PP webinar. ¹⁰	1, 2
<i>Supporting students' mental health and well-being via the existing well-being teams. The school has adopted a trauma-informed approach to teaching. 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.</i> <i>Use of school counsellor where appropriate.</i>	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.' ¹¹ 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.' ¹²	1,3,4,6
<i>Extracurricular reviewed regularly via EVOLVE to ensure provision is catering for a wide range of students. Evaluation of evidence to identify barriers for disadvantaged students.</i>	The EEF have highlighted the importance of arts and sports participation in improving student achievement. Arts is shown to have a moderate impact of +3 months (EEF, 2021). Clubs such as debating facilitate literacy and oracy for students, and other clubs provide the ability to participate in a team, or to develop personal skills of communication and self-regulation. The EEF has shown	5,6

⁹ 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).

¹⁰ <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families>

¹¹ Ibid

¹² Ibid

	that oracy has a +6-progress impact (EEF,2021)	
<i>PP KS4 students access careers information as a priority with an extra meeting provided involving parents Advisor to sign path routes for eligible students, such as Exeter Scholars.</i>	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.' ¹³	2
<i>Widening access to enrichment/extracurricular activities/ Support provided on a case by case basis for music tuition.</i>	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.' ¹⁴	1,2,3,4,5,6,7
<i>A funding policy developed to ensure curriculum related trips, which occur within school time, are accessible. Trips under £35 are automatically covered. Pupil Premium students to be given priority on curriculum related trips, which occur within school time.</i>		8
<i>Financial assistance on a case by case basis for travel, uniform, and equipment.</i>		1, 2

¹³ *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).

¹⁴ *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).

Total budgeted cost: £47,932.00

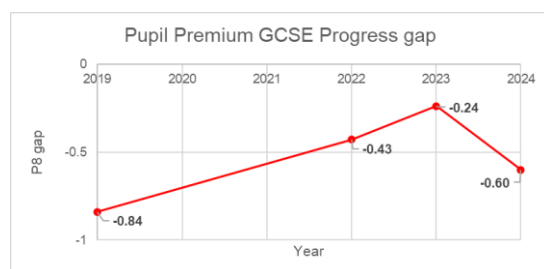
Part B: Review of the previous academic year: Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Evidence has indicated that a renewed focus on literacy, attendance and outreach will be important for the 2024-7 strategy.

Below is a brief outline of the progress that we have made towards the intended outcomes of our three-year plan by 2024.

There will be no significant difference in outcomes for students in receipt of Pupil Premium.

The DfE has strongly discouraged the comparison of a school's 2023 data with results in previous years. The impact of COVID-19 makes it difficult interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019. This means that the 2023 data reflects a return to 'normal' though the impact of COVID-19 on lost learning and lost habits cannot be overstated. A far better comparison is between 2023 data and 2024 date to assess the impact of the 2021-4 strategy.



Despite this, when comparing the last 'normal' year, 2019, with 2023, there has been significant progress made. The Pupil Premium P8 gap has significantly declined, from -0.84 to -0.24, illustrating a positive improvement. For 2024 the gap was -0.6 at GCSE, although the size of this cohort (5 students should be noted. The gap was

only -0.26 for FSM students, although this was only three pupils.

Outcomes for the 2023 cohort, were positive, when analysed using SISRA. 8/15 students achieved a positive Subject Progress Index, leading to an overall 0.15 SPI score. Students overall had a 0.1 EAP difference, showing positive progress overall. The 2024 cohort of disadvantaged students were smaller, with only 6 students, leading to individual students having a significant impact on the figures. For 2024 the SPI was -0.58 (impacted significant by an individual with an SPI of -3.45 despite significant and continuous intervention). Areas where students performed with a positive SPI in 2024 include; chemistry, 3D design, art, computer science, history, further maths and physics. Good practice will be shared.

We have compared our results to similar establishments in the local area to help gauge the performance of our disadvantaged students.

2022-2023 Data Comparison

			Progress 8				
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School name	Type of school	Number of pupils at end of key stage	Number of pupils included in this measure	Score & description -	Entering EBacc	Grade 5 or above in English & maths GCSEs	Attainment 8	EBacc average point score
Parkstone Grammar School	Academy	16	16	0.09 (-0.78 to 0.6)	38%	75%	63.8	5.36
Bournemouth School for Girls	Academy	16	16	-0.11 (-0.8 to 0.58)	31%	75%	63.9	5.44
Bournemouth School	Academy	12	12	-0.32 (-1.12 to 0.48)	50%	92%	59	5.28
Poole Grammar School	Academy	9	8	-0.49 (-1.47 to 0.49)	56%	78%	66.4	5.98
Bournemouth, Christchurch and Poole other (non-disadvantaged) pupils		3069	2837	0.35	46%	60%	53.4	4.76
England other (non-disadvantaged) pupils - state-funded schools		447564	419769	0.17	43%	52%	50.2	4.43

2023-2024 Data Comparison – comparison data not published at time of writing strategy.

- 1. Attainment 8 Score:** Poole Grammar School has a disadvantaged Attainment 8 score of 66.4 for 2023 and 69.94 for 2024. , This was higher than the scores of other schools in the same region for 2023 (2024 data not published yet) and significantly higher than the national average for non-disadvantaged pupils in state-funded schools (46.28). This indicates that disadvantaged students at Poole Grammar School are achieving well academically.
- 2. EBacc Average Point Score:** The school's EBacc average point score is 5.58 for 2024 and 5.98 for 2023, which is higher than the national average for non-disadvantaged pupils in state-funded schools (4.1). This suggests that

disadvantaged students at Poole Grammar School are performing well in a range of subjects that make up the English Baccalaureate.

3. **Grade 5 or Above in English & Maths GCSEs:** A positive aspect of Poole Grammar School is the continued strength in this area. In 2023 78% of its students achieved Grade 5 or above in English and maths GCSEs and 83.3% in 2024, with 66.7% achieving grades 9-7. This indicates a strong emphasis on core subjects and academic achievement.
4. **Entering EBacc:** For 2023 exams 78% of Poole Grammar School's disadvantaged students entered the EBacc and 50% in 2024 (3 students) which is a good sign of the school's commitment to offering a broad and balanced curriculum.
5. **Progress 8 Score:** The Progress 8 score was -0.01 for PP students in 2024

Overall, the data shows that Poole Grammar School is performing well academically, with higher Attainment 8 and EBacc scores compared to national averages. The school's commitment to core subjects and the percentage of students achieving Grade 5 or above in English and maths are positive aspects. It's also important to consider that data should be analysed holistically, considering various measures and the specific context of the school. The SISRA data does highlight a need for an increased focus on literacy and continued smaller class sizes at GCSEs for English. This is to improve grades in languages and English in particular. Again, the small number of students in this group must be taken into account when analysing the data.

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. 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 to identify ambitions and to remove any barriers which may be in place. Disadvantaged students are also prioritised in careers interviews to ensure all students are in a position where they are able to achieve. As per the strategy, all Year 7 pupils received a mentoring session with the pupil premium tutor and key students were identified for support over the Christmas term. Due to staffing issues, this has not always been consistent. With the development over the last strategy aims of the Pupil Premium tutor/mentor there should be a renewed focus on this role and its importance in promoting student wellbeing, as well as attendance.

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. With improved reporting on interventions for the 2023-2024 period, 17 students who were PP were targeted for a range of academic interventions across the year. With whole school CPD on the recording of interventions, we expect a more accurate, whole school picture of the attendance at interventions too.

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 meet regularly, with attendance as a focus for early intervention. With the new position of the Hub Manager over the development of this strategy, they have been instrumental in reengaging parent(s)/carer(s) and liaising with relevant external agencies for pupil premium students whose attendance is of particular concern. The school average attendance for 2023-4 was 95.2%, whilst the PP average (years 7-11) was 89.9%(95 students) and FSM 87.3% (32 students). This data includes the Year 11 study leave. The school is in the bottom 20% national for persistent absence rates for the Main School (7-11). The attendance gap, does highlight the need for a continued focus on PP attendance for our 2024-7 strategy, and a developed use of the Hub Manager role in attendance for PP attendance concerns.

An increased number of applications from disadvantaged students in year 6 and 11

Priority is now given to students who are eligible for the Pupil Premium grant who have met the required standard in the entrance test. A priority area has been drawn to ensure the school provides education for students who are mainly from the area where the school is situated. Despite this only 4.7% (national average 24.6) of students as of October 2024 are eligible for free school meals. This evidences that continue work will be required in outreach to improve applications to our school and therefore an essential part of a continuing strategy for 2024-7.

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
FROG Learn	FROG

