

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Poole Grammar School
Number of pupils in school	1227
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	17 DEC 2021
Date on which it will be reviewed	05 SEPT 2022
Statement authorised by	A J SMITH
Pupil premium lead	K CURE
Governor / Trustee lead	F FRENCH

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,820 (est)
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,490

# Part A: Pupil premium strategy plan

## Statement of intent

Poole Grammar School is dedicated to ensuring all students achieve, regardless of their background. The school prides itself on providing a first-class 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.

The mechanism by which these objectives are achieved include:

- A deep knowledge of our students and the particular challenges they face.
- Allocation of time for particular areas of the curriculum.
- Provision of resources for disadvantaged learners (e.g. revision guides, text books, 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	Widening gap as a result of pandemic.
2	Understanding the needs of individual PP students.
3	Consistency of parental engagement.
4	Lack of confidence, resilience and independent study skills.
5	Consistency of approach across all curriculum areas.
6	Access to and involvement in extracurricular provision.

## 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.
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. 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
Priority access for PP students to access careers advice and support.	All PP students to have access to one-to-one careers advice at least annually.
No pupil will be disadvantaged by the inability to afford school educational visits and enrichment activities or uniform.	Priority given to PP students for oversubscribed trips. Appropriate consideration given to costs of trips and visits, and an overview of the potential costs to individuals per academic year. A commitment by the school that financial costs will not be a barrier for involvement in any activity.
To have clear information to identify uptake of extracurricular clubs and activities for PP students, and to explore what barriers might be present.	Involvement in extracurricular clubs and activities by PP students is at least in line with non-PP students.
To have a more consistent parental engagement for PP students and to better work in a way to better understand the challenges.	Parental communication and involvement for PP students is at least as good as for non-PP students (e.g. analysis of attendance at parents' evenings and school events).
To have a higher proportion of PP students applying to Poole Grammar School, and from schools with lower economic advantage.	Targeted promotion of Poole Grammar School to primary schools in areas of greater deprivation. Uptake of 11+ by PP children improved Implementation of familiarisation materials to improves access to 11+.

<p>Access by PP students to the whole curriculum is as high and is not limited by real or perceived financial barriers.</p>	<p>Analysis of numbers of PP and non-PP students in GCSE and A level options is completed.</p> <p>The above analysis reveals no significant difference in uptake over time.</p> <p>Where significant difference is revealed, analysis is undertaken and resolutions found.</p>
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## 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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that disadvantaged students have access to remote learning</p>	<p>Ensuring access to technology is key, particularly for disadvantaged pupils Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.</p> <p>Many reviews identify lack of technology as a barrier to successful remote instruction.</p> <p>It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.</p> <p><b>(Source: EEF: Rapid evidence assessment Distance learning)</b></p>	<p>1, 5</p>
<p>Additional Maths and English classes</p>	<p>Additional GCSE English class have been introduced to reduce class sizes and allow for more targeted, individual support.</p> <p>Smaller class sizes at GCSE for maths have been in place for several years and (although the small cohort does occasionally give some anomalies) this has historically shown some success in ensuring good progress.</p> <p>The EEF suggests that reducing class size has a positive impact of +2 month, on average.</p> <p>This strategy will continue into 2021-22. Its impact may be disguised by the negative impact of the period of remote learning</p>	<p>1</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group / individual intervention in D4/study centre. Bespoke for invited students</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored. Pupil Premium students traditionally benefit from this supported intervention.</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>The EEF suggests that on average, individualised instruction approaches have an impact of +4 months progress.</p>	<p>2,4</p>

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting students' mental health and well-being via the existing well-being team and additional ELSA training. (Contribution)</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>These include more specialised programmes which use elements of SEL and are targeted at students</p>	<p>4</p>

	<p>with particular social or emotional needs.</p> <p>The EEF suggests that interventions for secondary age pupils tend to be very effective (+5 months)</p>	
<p>Subscription to FROG Learn 11+ familiarisation resources</p>	<p>The Sutton Trust call for this as a matter of ensuring DA students are able to compete fairly, stating there is a need for Grammar schools to start:</p> <ul style="list-style-type: none"> <li>• Increasing outreach work to ensure that low income pupils sit the 11-plus tests.</li> <li>• Giving disadvantaged students the opportunity to prepare for the tests so they can compete</li> <li>• on a more level playing field with students who may have received intensive tutoring.</li> <li>• Working to make the tests as fair as possible and taking steps to “tutor-proof” them.</li> <li>• Giving priority to pupils with good test results who are in receipt of the pupil premium</li> </ul> <p>The research brief Missing Talent found that there are around 7,000 highly able pupils who score in the top 10% nationally in the Key Stage 2 tests at age 11 who gain GCSE results outside the top 25% of pupils. This represents 15% of all pupils, and boys particularly those on the pupil premium are most likely to fall into this category</p>	1,3
<p>Widening access to enrichment/extracurricular activities/trips</p>	<p>The EEF outline that participation in arts programmes can lead to an improvement of 3+ months.</p> <p>The average impact of participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	3, 6

**Total budgeted cost: £ 56,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Covid-19 pandemic resulted in significant disruption to the planned interventions to support disadvantaged students during 2020-21. Furthermore, the resulting paucity of internal tracking data and no external examination data means that it is not possible to draw meaningful conclusions about the success of the interventions, at this time.

However, significant support was implemented for Pupil Premium students throughout the last academic year including the provision of laptops to 15 students which has ensured they were able to access both online learning, and the school Moodle homepage, where work is set. This has mitigated lost learning through illness and isolations, as work is set on Moodle for students to access if they feel well enough. It has also provided the ability to complete research tasks, and to improve their cultural capital. The provision of data and Wi-Fi has also been essential to ensuring parity has been created between PP students and non-PP students.

The provision of additional English and maths lessons has also had an extensive impact, with students able to access these core skills and develop their understanding. Literacy and numeracy are at the core of any curriculum, and thus developing these skills has had the impact of bolstering confidence in other subjects. The EEF suggests that reducing class size has a positive impact of +2 months, on average. This has not been evidenced due to the lack of meaningful data. Its impact may also be disguised through the lost learning as a result of the Covid-19 pandemic.

Throughout the remote learning period, students on FSM were able to access meal provision, with the school utilising the National Voucher Scheme to ensure all students had access to a healthy and balanced diet. The school also gave vulnerable students access to on site schooling, and pastoral care. Tutors contacted students as a matter of precedence, and were able to mitigate any potential problems through an active approach.

Wellbeing provision has continued, with particular emphasis on those students who present as vulnerable. The wellbeing team work both individually and in groups to support students' social and emotional learning (SEL) which the EEF suggest tend to be very effective (+5 months). The pastoral team have continued to work closely with parents, focussing on attendance issues. The school has offered to help provide for parenting classes for particular parents who are struggling with their children.

This provides a snapshot of the impact which continued and ingrained strategies are having on PP students.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GROFAR	Grofar Ltd., Bristol, UK
FROG	Frog Education, Halifax, UK

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>- Student mentoring.</li> <li>- ELSA support.</li> <li>- Provision of resources for those who needed.</li> <li>- Financial provision to go on trips which would have had a pastoral impact.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The school spent the service premium on providing appropriate pastoral care to those students who were particularly needy. Through student interviews and a collaborative and holistic approach, the pastoral team target and provide appropriate pastoral care in a matter of ways.</p> <p>Financial provision has further meant that students were able to attend trips which had a pastoral relevance.</p>