



Pupil premium strategy statement			
Poole Grammar School			
Version	Date	Author	Review Date
V3.00	December 2023	Miss K Cure	September 2024
Authorised by:		Dr A J Smith - Headteacher	

Contents

1.	Introduction.....	2
2.	School overview.....	2
3.	Funding overview.....	2
Part A: Pupil premium strategy plan.....		3
4.	Statement of intent.....	3
5.	Challenges.....	4
6.	Intended outcomes.....	4
7.	Activity in this academic year.....	5
7.1	Teaching (for example, CPD, recruitment and retention).....	5
7.2	Targeted academic support (for example, tutoring, one-to-one support, structured interventions).....	6
7.3	Wider strategies (for example, related to attendance, behaviour, wellbeing).....	7
Part B: Review of the previous academic year.....		8
8.	Outcomes for disadvantaged pupils.....	9
9.	Externally provided programmes.....	11



1. Introduction

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.

2. School overview

Detail	Data
Number of pupils in school	1199
Proportion (%) of pupil premium eligible pupils	6.84%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	15 th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Smith
Pupil premium lead	Katie Cure
Governor / Trustee lead	Simon Bowden

3. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,532
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	£50,532



Part A: Pupil premium strategy plan

4. 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.
- **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.



5. 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.

6. 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.	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 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. 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.



7. 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.

7.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [13,644.32]

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 At Poole Grammar School, the MIDYIS test illustrates	3,4,7
On-going CPD throughout the year for staff. This may be targeted to departments as needed.	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)	

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



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

Budgeted cost: £ [22,234.08]

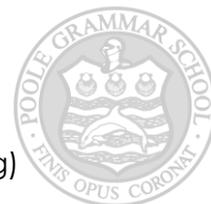
Activity	Evidence that supports this approach	Challenge number(s) addressed
English and maths registration support. This is to support all students, but as noted, disadvantaged students are more likely to have gaps in their literacy.	The EEF has shown that small group tuition has a moderate impact for 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. ⁴	2,4,6
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' ⁵ 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). ⁶	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 approach to delivering one to one or small group tuition in a school. There is a perceived benefit of up to five months. ⁷	1,4,6
Automatic provision of revision resources for Y10/11 students to mitigate financial barriers		8

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

⁵ 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).

⁶ Ibid

⁷ *Peer tutoring (2021) EEF*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring> (Accessed: December 3, 2022).



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

Budgeted cost: £ [14,654.28]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 mentoring for selected students through years 7-11.	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	1,2,6
<p>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.</p> <p>The appointment of a mental health lead (AW) has facilitated further research and development. A focus on PP MH.</p>	<p>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.'⁹</p> <p>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.'¹⁰</p>	1,3,4,6
<p>Extracurricular review to ensure provision is catering for a wide range of students.</p> <p>Evaluation of evidence to identify barriers for disadvantaged students.</p>	<p>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).</p> <p>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 that oracy has a +6-progress impact (EEF,2021)</p>	5,6

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 Ibid

¹⁰ Ibid

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students access careers information as a priority. Advisor to sign path routes for eligible students, such as Exeter Scholars.	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.' ¹¹	
Widening access to enrichment/extracurricular activities.	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.' ¹²	1,2,3,4,5,6,7
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.		8
Financial assistance on a case by case basis for uniform and equipment.		

Total budgeted cost: £ 50,532

Part B: Review of the previous academic year

¹¹ *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).

¹² *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).

8. Outcomes for disadvantaged pupils

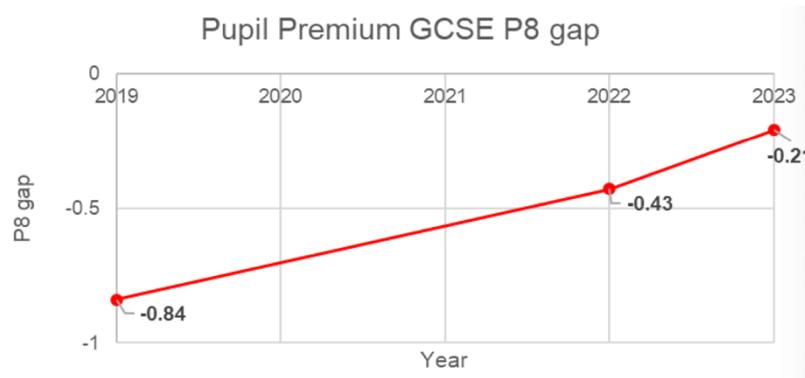
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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

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 to 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.

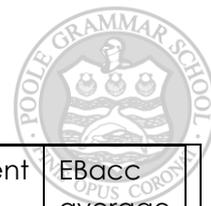
Despite this, when comparing the last 'normal' year, 2019, with 2023, there has been significant progress made. The Pupil Premium P8 gap has significantly declined, from -0.84 to -0.24, illustrating a positive improvement.



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. In the following subjects, Disadvantaged students did as well, or better, than their non-disadvantaged peers. There will be analysis and shared good practice in response.

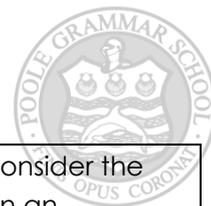
- 3D Design
- Art
- Biology
- Chemistry
- Computer Science
- Drama
- English Literature
- French
- Geography
- German
- Maths
- Physics.

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



School name	Type of school	Number of pupils at end of key stage	Progress 8		Entering EBacc	Grade 5 or above in English & maths GCSEs	Attainment 8	EBacc average point score
			Number of pupils included in this measure	Score & description -				
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

1. **Attainment 8 Score:** Poole Grammar School has a disadvantaged Attainment 8 score of 66.4, which is higher than the scores of other schools in the same region and significantly higher than the national average for non-disadvantaged pupils in state-funded schools (53.4). 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 5.98, which is higher than the national average for non-disadvantaged pupils in state-funded schools (4.43). 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 that 56% of its students achieved Grade 5 or above in English and maths GCSEs, which is higher than the national average (43% for non-disadvantaged pupils in state-funded schools). This indicates a strong emphasis on core subjects and academic achievement.
4. **Entering EBacc:** 78% of Poole Grammar School's disadvantaged students are entering the EBacc, which is a good sign of the school's commitment to offering a broad and balanced curriculum.



5. **Progress 8 Score:** While the Progress 8 score is slightly negative (-0.49), it's important to consider the confidence interval (-1.47 to 0.49) which suggests that the school's performance is within an acceptable range. Also, it's essential to note that the Progress 8 score is just one measure of a school's performance and should be considered alongside other factors.

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. English has been noted internally as an area where there is a need for scrutiny, and development is ongoing throughout the academic year, with targeted action occurring.

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.

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.

9. Externally provided programmes

Programme	Provider
FROG Learn	FROG

